2013-2014 SCHOOL IMPROVEMENT PLAN

Murray Middle School
4400 SE MURRAY ST
Stuart, FL 34997
772-219-1670
mms.sbmc.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	45%

Alternative/ESE Center	Charter School	Minority Rate
No	No	34%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	A	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
Murray Middle School

Principal
Doug Peterson

School Advisory Council chair
Beverly Cross

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

Name	Title
Vicki Barrett	Assistant Principal
Tami DeJames	Assistant Principal
Beverly Cross	Teacher
Carol Forbes	Teacher
Michele Jerrells	Teacher
Denise Swain	Teacher
Stefanie Chasse	Teacher
Charlene Campbell	IPO
Annie Galland	Guidance
Tabitha McAdoo	Guidance

District-Level Information

District
Martin

Superintendent
Mrs. Laurie Gaylord

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

SAC is committee which is made up of the Principal, parents, teachers, staff members and community/ business partners. These individuals must be representative of the ethnic, racial and economic makeup of the community served by the school.Position titles include the chair- Beverly Cross, secretary- Tara Simmons and bookkeeper- Sandy Armstrong.

Involvement of the SAC in the development of the SIP

The purpose of the SAC is to assist in the preparation and the evaluation (developing and evaluating) of the results of the SIP and to assist the principal with budgetary items.

Activities of the SAC for the upcoming school year

SAC will conduct monthly meetings to review school data, identify areas of concern, monitor the School Improvement Plan and aide in financial support to school wide educational programs.

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

Some of the past school improvement funds have included: Payment of teachers for after school tutoring for FCAT preparation funds to support school wide science fair, payment for teacher collaboration for CCSS lesson design.
This year's first SAC meeting is not planned until September 26th when the 2013-2014 budget will be discussed.
The projected allocation of funds:
Educational Support/enrichment activities for students $5,500
Staff Development/Conferences $1,000
Educational tools/Awards $1,000

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
3

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

Administrator Information:

Doug Peterson		
Principal	Years as Administrator: 16	Years at Current School: 1

Credentials	M. Ed.- Ed. Leadership BS- Recreation/Education Certification: Ed. Leadership Physical Education
Performance Record	Year School Grade 2013 B

Vicki Barrett		
Asst Principal	Years as Administrator: 13	Years at Current School: 7

Credentials	M.A.- Ed Leadership B.S.- Exercise Sport Science Certification: Ed. Leadership Physical Education
Performance Record	Year School Grade 2013 B 2012 A 2011 A 2010 A 2009 A 2008 A 2007 A

Tami DeJames		
Asst Principal	Years as Administrator: 6	Years at Current School: 6

Credentials	M.S. Ed. Leadership B.S. Secondary Social Science Education Certification: Ed. Leadership Social Science 5-9 Social Science 6-12
Performance Record	Year School Grade 2013 B 2012 A 2011 A 2010 A 2009 A 2008 A

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Patience Ciufo		
Part-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Reading/Literacy
Credentials	M.A.- English B.A.- English Certification: English 6-12 Reading Endorsed ESOL Endorsed
Performance Record	Year School Grade 2013 B 2012 A

Classroom Teachers

# of classroom teachers
47

 # receiving effective rating or higher
47, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
, 0%

 # ESOL endorsed
20, 43%

 # reading endorsed
13, 28%

 # with advanced degrees
14, 30%

 # National Board Certified
0, 0%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
7, 15%

 # with 6-14 years of experience
23, 49%

 # with 15 or more years of experience
16, 34%

Education Paraprofessionals

of paraprofessionals
8

Highly Qualified
8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above
3

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

Doug Peterson, Principal, person responsible
* Determine job opening
* Work with the district to post openings
* Review application and resume of applicants who are highly qualified. Interview applicants.
* Notify district of hiring selection, proceed with district policies
* Provide new teachers with a mentor
* Offer on-going opportunities for professional growth through professional development

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

Senior Murray teachers work with new hires to our school informing and guiding them through school and district policies. They work together with in their Professional Learning Community on personal growth and student achievement. Pairing are based on Curriculum and the roll of our experienced teachers.

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

Implementation of our MTSS and SIP structures involve the use of RtIB data (ODR's, OSB's) and the analysis of district benchmark and state FCAT scores, as well as teacher created assessments to perform a gap analysis using a wide variety of leading and lagging data. Teacher and grade level teams meet regularly to evaluate student success and then initiate MTSS referrals process when needed.
To monitor the effectiveness of core instruction, resource allocation, teacher support systems, and Tier II and Tier III interventions the following data is used and analyzed bi-monthly by the MTSS team: CICO

data, reading, language arts, math, and behavior intervention logs, academic intervention fidelity worksheet, teacher narratives, and interval classroom observations.

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

The function and responsibility of each school based leadership team member is as follow:
Intervention Problem Solving Coach analyzes attendance and behavioral data for both monitoring and initiating referrals as well as recommending appropriate strategies and monitoring the fidelity of them.
Reading Coach analyzes academic data for both monitoring and initiating referrals as well as recommending appropriate strategies and monitoring the fidelity of them.
Principal/AP provides the team with profiles and narratives of students' academic and behavior successes and feedback from student and family and also serves as the parent point of contact.
Guidance Counselors serve as the teacher point of contact to gather data for evaluation purposes and monitoring ongoing interventions. They also serve as the parent liaison to facilitate feedback from student and family.
The school MTSS uses all of the data to make recommendations for student dismissal or placement.

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

The systems in place that are used to monitor fidelity of the school's MTSS are district benchmarks, FCAT assessments, grades, attendance, discipline data, and MTSS meeting agenda's and minutes.

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

Performance Matters: Benchmark scores, FCAT scores
READ 180, System 44- Lexile levels, SRI scores
Pearson Access- EOC scores, FCAT
MTSS, PBIS- Behavior

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

To support staff understanding and build capacity for MTSS, multiple opportunities for faculty and staff professional developments, delivered by the MTSS team, were offered on preschool days and during grade and department meetings. Guidance counselors and grade level MTSS representatives provide ongoing support to teachers and staff.
At initial referral conferences with the guidance counselor parents are shown the MTSS Educational Video and encouraged to become active participants in the decision making problem solving process.
Parents are also provided with FLDOE MTSS resources via links on district website.

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: 3,240

Homework Club- Students are allowed to come to homework club where teachers of each curriculum catagory is available to teach, re-teach and monitor student completing work. Students are also allowed to use computers for research and for educational programs. (15% of our students do not have access to the internet at home.)

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student attendance, grade and promotion rates along with formative assesments (benchmark, EOC) are used to monitor student progress.

Who is responsible for monitoring implementation of this strategy?

The Media Center Specialist takes roll of the students. She analyzes the data and report it to the administration where it is shared with all stakeholders

Strategy: Before or After School Program

Minutes added to school year: 5,760

Tiger Woods Learning Center enables students to study STEM curriculum two days a week after school. Two sessions are held a year and students attend either Monday, Wednesday or Tuesday, Thursday. Students explore STEM activities using the 5 E's.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Tiger Woods Learning Center has a progress monitoring tool which the teachers use. The teachers then coralate it with school data and report out to administration. Administration then reports out to staff.

Who is responsible for monitoring implementation of this strategy?

Tiger Woods Learning Center, Julie Kirsch, Leslie Lynch

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Doug Peterson	Principal
Vicki Barrett	Assistant Principal
Patience Ciufo	Reading Coach
Debbie Cairnes	Teacher
Carol Forbes	Teacher
Mark Fisher	Teacher
June Valella	Teacher
Alieen Flanagan	Teacher
Cathy Cottle	Teacher
Carol Voelker	Teacher
Dana Bayer	Teacher
Shameeka Dixon	Teacher
Jennifer Scheid	Teacher
Stefanie Chasse	Teacher
Pat Lawson	Teacher
Kathy Worrell	Teacher
Susan Creber	Teacher
Angela Gordon	Teacher
Kim Gray	Teacher

How the school-based LLT functions

Members meet before school the first week of every month. Members also have common planning by grade level daily.This team reviews current data and focuses on students needs school wide. The LLT is responsible for providing ongoing support for literacy throughout the school.

Major initiatives of the LLT

Our focus this years is to implement the blended Common Core curriculum and prepare for the full roll out of Common Core next year. The LLT will focus on analyzing current student data to ensure instruction is aligned with highly effective instruction and best practices adjusted to our student needs.

Every Teacher Contributes to Reading Instruction

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

Teachers (all content areas and grade levels, including Related Arts) use CRISS (Creating Independence through Student Owned Strategies) strategies to reinforce reading skills such as main idea, compare/contrast, cause/effect through their curriculum. Teachers also build academic vocabulary in all content areas to additionally help improvement the reading skills of all students. When necessary, all teachers differentiate instruction to reinforce and remediate reading comprehension skills with their content. Teachers all have access and are trained on how to use Performance Matters to determine their lowest quartile of reading students.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

NA

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

At Murray Middle school we focus on the relationship of education as it prepares students for college and /or career-readiness. One example of connecting academic focus to real world connections is through our Algebra Honors/ Algebra program. Professional engineers come into the school twice a year to teach real life lessons as it applies to real world problems. Through our Define Stem web based program students are challenged as they have to apply core subject matters to real world life challenges in math, science and language arts.

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

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

Strategies for improving student readiness for the public postsecondary level

NA

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	73%	68%	No	75%
American Indian				
Asian				
Black/African American	48%	36%	No	54%
Hispanic	63%	60%	No	66%
White	79%	75%	No	81%
English language learners	44%	53%	Yes	50%
Students with disabilities	38%	27%	No	45%
Economically disadvantaged	58%	57%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	212	29%	31%
Students scoring at or above Achievement Level 4	276	38%	40%

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%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	505	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	148	80%	82%

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)	39	87%	89%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	22	49%	51%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	26	58%	60%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	189	77%	79%
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	67%	56%	No	70%
American Indian				
Asian				
Black/African American	49%	22%	No	54%
Hispanic	57%	40%	No	61%
White	73%	65%	No	75%
English language learners	41%	31%	No	47%
Students with disabilities	38%	17%	No	45%
Economically disadvantaged	54%	42%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	170	28%	30%
Students scoring at or above Achievement Level 4	102	17%	19%

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%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	416	56%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	91	49%	51%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	133	100%	100%
Middle school performance on high school EOC and industry certifications	132	98%	100%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%		No	70%
American Indian				
Asian				
Black/African American	49%		No	54%
Hispanic	57%		No	61%
White	73%		No	75%
English language learners	41%		No	47%
Students with disabilities	38%		No	45%
Economically disadvantaged	54%		No	59%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	31%	29%
Students scoring at or above Achievement Level 4	51	69%	71%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	38%	38%
Students scoring at or above Achievement Level 4	36	61%	62%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	24%	26%
Students scoring at or above Achievement Level 4	76	30%	32%

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%

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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)	5		10
Participation in STEM-related experiences provided for students	743	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	18%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	100%	100%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	119	16%	14%
Students who fail a mathematics course	3	4%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	2	3%	0%
Students who receive two or more behavior referrals	143	20%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	21	3%	1%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

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

100% of the parents will participate in at lest on event at Murray for the year 2013-2014. Areas parents may participate in may include: conferences, fundraisers, parent clubs, volunteering, meetings (PTA, SAC) open house, parent night, sporting events, concerts, etc.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100 % participation	743	95%	100%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The percentage of students scoring at level 3 or above in reading will increase by 5%

G2. The percent of students scoring a level 3 or above in math will increase by 5%

G3. The percentage of students achieving proficiency (3.5) will increase by 5%

G4. Increase the infusion of STEM into all areas of curriculum

G5. The Lowest quartile in Math will increase by 5% on the 2014 FCAT

Goals Detail

G1. The percentage of students scoring at level 3 or above in reading will increase by 5%

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

Resources Available to Support the Goal
- Reading Coach is available to model lessons and provide resources for instructional staff. Training by the reading coach will include text complexity, CCSS, Marzano stratagies, small group instruction and lesson designs. CCSS flip book are distributed to all teachers

Targeted Barriers to Achieving the Goal
- Instructional staff needs more support in small group instruction
- Teachers need a deeper understanding and experience with the rigor of the Common Core Standards

Plan to Monitor Progress Toward the Goal

PLC and common planning meetings

Person or Persons Responsible
Adminstration, Reading Coach, Teachers

Target Dates or Schedule:
On Going

Evidence of Completion:
Student progress, Classroom Observation

G2. The percent of students scoring a level 3 or above in math will increase by 5%

Targets Supported

Resources Available to Support the Goal
- Differentiated instruction will be supported by the PLC with opportunity for peer observation. Unwrapping the common core standards through the PLC and use of the district math website will help for form quality lesson designs. This will included mathematical academic vocabulary, essential questioning and specific learning goals and scales. inviting the Math District cordinator to math PLC to share out new ideas and focus on Common Core roll out will be done monthly.
- Results of Benchmark Scores.

Targeted Barriers to Achieving the Goal
- Connecting real world application to mathematical process.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. The percentage of students achieving proficiency (3.5) will increase by 5%

Targets Supported
- Writing

Resources Available to Support the Goal
- Reading Coach is avaiable to model lessons and facilitate discussions to deepen knowledge of writing accross the content area.

Targeted Barriers to Achieving the Goal
- Teachers need support integrating the rigor of the CCSS in writing across the curriculum

Plan to Monitor Progress Toward the Goal

Walk through, teacher lead discussions

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quartley

Evidence of Completion:
Student data

G4. Increase the infusion of STEM into all areas of curriculum

Targets Supported
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal
- Define STEM web based program and Tiger Woods Learning Center afterschool program

Targeted Barriers to Achieving the Goal
- Lack of enough computers

Plan to Monitor Progress Toward the Goal

Lesson Plans

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
reflective Feed back in lesson plans

G5. The Lowest quartile in Math will increase by 5% on the 2014 FCAT

Targets Supported

Resources Available to Support the Goal
- Through the math PLC teachers will collectively share best practices to teachers who are teaching the lowest quartile. The introduction of small group instruction during the math blocks. Differentiated instruction will be supported by the PLC with opportunity for peer observation. Unwrapping the common core standards through the PLC and use of the district math website will help for form quality lesson designs. This will include mathematical academic vocabulary, essential questioning and specific learning goals and scales.

Targeted Barriers to Achieving the Goal
- Where reading has a coach, math does not have a math coach.
- Student connecting to real world application

Plan to Monitor Progress Toward the Goal

Student assessments

Person or Persons Responsible
Administration Teacher

Target Dates or Schedule:
At least twice a nine weeks

Evidence of Completion:
Benchmark score Score on teacher formative assessment Minutes from PLC meetings

Action Plan for Improvement

Problem Solving Key

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

G1. The percentage of students scoring at level 3 or above in reading will increase by 5%

G1.B1 Instructional staff needs more support in small group instruction

G1.B1.S1 Analyze student reading data and collaborate to form differentiated groups with in the classroom by discussing data in monthly PLC meetings.

Action Step 1

PLC meeting and Literacy meetings

Person or Persons Responsible

Reading Coach, Literacy PLC

Target Dates or Schedule

Monthly PLC meeting, Common planning time

Evidence of Completion

Student Data, PLC minutes

Facilitator:

Reading Coach, District Leaders, Administration

Participants:

Staff

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

Review Data, Monitor PLC meeting content

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

On Going

Evidence of Completion

PLC minutes, Student data, reflective feedback in lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

PLC meetings, Common Planning

Person or Persons Responsible

Reading Coach, Administration, Teachers

Target Dates or Schedule

On going

Evidence of Completion

Student progress, classroom observation

G1.B2 Teachers need a deeper understanding and experience with the rigor of the Common Core Standards

G1.B2.S1 Un-wrap Common Core lesson and work on lesson designs with reflective feed back afterwards.

Action Step 1

Review CCSS as a PLC. Unwrap standards and discuss to gain further understanding. Plan instruction lessons and reflect on results

Person or Persons Responsible

Grade level teachers working together, Reading Coach

Target Dates or Schedule

During common planning time

Evidence of Completion

Lesson Plans

Facilitator:

Reading Coach, District Administration, School site Administration

Participants:

Staff

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Lesson Plans

Person or Persons Responsible

Reading Coach, Adminsration

Target Dates or Schedule

On Going

Evidence of Completion

Lesson plans and feedback

Plan to Monitor Effectiveness of G1.B2.S1

PLC and common planning meetings

Person or Persons Responsible

Adminstration, Reading Coach, Teachers

Target Dates or Schedule

On Going

Evidence of Completion

Student progress, Classroom Observation

G2. The percent of students scoring a level 3 or above in math will increase by 5%

G2.B1 Connecting real world application to mathematical process.

G2.B1.S1 Work with business partners to provide supplies for real world application in finance.

Action Step 1

Provide checking book and bank ledgers.

Person or Persons Responsible

Seacost bank, administration and 7th grade teachers

Target Dates or Schedule

yearly

Evidence of Completion

Student produced work

Facilitator:

District Math Coordinator, Math teachers

Participants:

Math teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

monitor structure and academic planned activities

Person or Persons Responsible

Administration, PLC team

Target Dates or Schedule

On going

Evidence of Completion

Data review

Plan to Monitor Effectiveness of G2.B1.S1

Data review

Person or Persons Responsible

Teachers , Administration

Target Dates or Schedule

On going

Evidence of Completion

Minutes of PLC meetings

G2.B1.S2 Teaching living skills through math such as balancing a check book, budgeting, calculating taxes.

Action Step 1

Student will be given living situations, job and a checking account. Students will have to live on a budget as to the rules of the game of "Life"

Person or Persons Responsible

7th grade teachers

Target Dates or Schedule

selected 9 week project

Evidence of Completion

Student produced work

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Monitor student assignments

Person or Persons Responsible

Math teachers

Target Dates or Schedule

As assignments are given/ on going

Evidence of Completion

Successfully maintaining a balanced budget

Plan to Monitor Effectiveness of G2.B1.S2

Student Progress

Person or Persons Responsible

Math teachers

Target Dates or Schedule

On Going

Evidence of Completion

Successful budgets

G3. The percentage of students achieving proficiency (3.5) will increase by 5%

G3.B1 Teachers need support integrating the rigor of the CCSS in writing across the curriculum

G3.B1.S1 Monthly discussions with in all PLC's focusing on the rigor of the writing to explain focusing on the Common Core requirements.

Action Step 1

Writing in the content area

Person or Persons Responsible

Reading Coach, select teachers

Target Dates or Schedule

On going

Evidence of Completion

Student progress, Lesson Plans FCAT/ Parallel Writes

Facilitator:

Reading Coach, Select Teachers

Participants:

Staff

Plan to Monitor Fidelity of Implementation of G3.B1.S1

PLC Meeting, Common Planning

Person or Persons Responsible

Reading Coach, Teachers, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student Data

Plan to Monitor Effectiveness of G3.B1.S1

PLC Meeting, Common Planning

Person or Persons Responsible

Reading Coach, Teachers, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student Data

G3.B1.S2 Reading Coach modeling for all teachers best writing stratagies

Action Step 1

Writing in the content area

Person or Persons Responsible

Reading Coach, select teachers

Target Dates or Schedule

On going

Evidence of Completion

Student progress, Lesson Plans FCAT/ Parallel Writes

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Review after modeled lessons

Person or Persons Responsible

Reading Coach, administration

Target Dates or Schedule

As implimented

Evidence of Completion

Student data

Plan to Monitor Effectiveness of G3.B1.S2

Student portfolios

Person or Persons Responsible

Reading Coach, administration, teachers

Target Dates or Schedule

On going

Evidence of Completion

Student data

G4. Increase the infusion of STEM into all areas of curriculum

G4.B1 Lack of enough computers

G4.B1.S1 Through grants purchase tablet which can be used as portable computer labs. Use of the Tiger Woods Lab to host computer labs during the day.

Action Step 1

Train teachers on how to use this technology and Apps

Person or Persons Responsible

Select teachers, Administration, Media specialist

Target Dates or Schedule

On going

Evidence of Completion

ERO sign in sheets

Facilitator:

Media Specialist

Participants:

Murray Middle School staff

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Define STEM program and other Apps

Person or Persons Responsible

Media specialist, Teachers, Administrators

Target Dates or Schedule

On going

Evidence of Completion

reports produced by Define STEM

Plan to Monitor Effectiveness of G4.B1.S1

Look at student produced work

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

On going

Evidence of Completion

Student data, Define STEM reports

G5. The Lowest quartile in Math will increase by 5% on the 2014 FCAT

G5.B1 Where reading has a coach, math does not have a math coach.

G5.B1.S1 Invite our district corndinator of math to our PLC groups at least once a month to discuss best practices and and mathematical practices

Action Step 1

To discuss math practices

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

ERO sign in and minutes

Facilitator:

Vicki Barrett

Participants:

Math PLC members

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Assessment data

Person or Persons Responsible

Administration, Math PLC members

Target Dates or Schedule

On going

Evidence of Completion

Student data results

Plan to Monitor Effectiveness of G5.B1.S1

Student work

Person or Persons Responsible

Math teachers

Target Dates or Schedule

On going

Evidence of Completion

Student testing results

G5.B1.S2 As a PLC reassess the bi-weekly formative assessments (big 25) into more real world problems.

Action Step 1

Develop more meaningful assessments

Person or Persons Responsible

Math Teacher, District coordinator

Target Dates or Schedule

On going

Evidence of Completion

Data chats, student improvement of subject matter.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Math assessments

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Through PLC- monthly

Evidence of Completion

Accurate data collected

Plan to Monitor Effectiveness of G5.B1.S2

Math assessments

Person or Persons Responsible

Math teachers/ administration

Target Dates or Schedule

PLC- monthly

Evidence of Completion

Benchmark data

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

Murray Middle School coordinates and integrates all federal, state and local programs which impact our school:
* Implements researched-based resources funded both publicly and privately- locally, state and federally.
* Student academic needs as well as staff development based on Title III programs.
* School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
*Partnerships are established with such groups as FDLERS
* Implementation of parent programs. ie bullying
* Brochures and referrals for parent and student support from the guidance department, school nurse, cafeteria management and other personnel.
* Parent and student information on our CTE Finance Academy through brochures, parent night and various other ways of communication.

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.

G1. The percentage of students scoring at level 3 or above in reading will increase by 5%

G1.B1 Instructional staff needs more support in small group instruction

G1.B1.S1 Analyze student reading data and collaborate to form differentiated groups with in the classroom by discussing data in monthly PLC meetings.

PD Opportunity 1

PLC meeting and Literacy meetings

Facilitator

Reading Coach, District Leaders, Administration

Participants

Staff

Target Dates or Schedule

Monthly PLC meeting, Common planning time

Evidence of Completion

Student Data, PLC minutes

G1.B2 Teachers need a deeper understanding and experience with the rigor of the Common Core Standards

G1.B2.S1 Un-wrap Common Core lesson and work on lesson designs with reflective feed back afterwards.

PD Opportunity 1

Review CCSS as a PLC. Unwrap standards and discuss to gain further understanding. Plan instruction lessons and reflect on results

Facilitator

Reading Coach, District Administration, School site Administration

Participants

Staff

Target Dates or Schedule

During common planning time

Evidence of Completion

Lesson Plans

G2. The percent of students scoring a level 3 or above in math will increase by 5%

G2.B1 Connecting real world application to mathematical process.

G2.B1.S1 Work with business partners to provide supplies for real world application in finance.

PD Opportunity 1

Provide checking book and bank ledgers.

Facilitator

District Math Coordinator, Math teachers

Participants

Math teachers

Target Dates or Schedule

yearly

Evidence of Completion

Student produced work

G3. The percentage of students achieving proficiency (3.5) will increase by 5%

G3.B1 Teachers need support integrating the rigor of the CCSS in writing across the curriculum

G3.B1.S1 Monthly discussions with in all PLC's focusing on the rigor of the writing to explain focusing on the Common Core requirements.

PD Opportunity 1

Writing in the content area

Facilitator

Reading Coach, Select Teachers

Participants

Staff

Target Dates or Schedule

On going

Evidence of Completion

Student progress, Lesson Plans FCAT/ Parallel Writes

G4. Increase the infusion of STEM into all areas of curriculum

G4.B1 Lack of enough computers

G4.B1.S1 Through grants purchase tablet which can be used as portable computer labs. Use of the Tiger Woods Lab to host computer labs during the day.

PD Opportunity 1

Train teachers on how to use this technology and Apps

Facilitator

Media Specialist

Participants

Murray Middle School staff

Target Dates or Schedule

On going

Evidence of Completion

ERO sign in sheets

G5. The Lowest quartile in Math will increase by 5% on the 2014 FCAT

G5.B1 Where reading has a coach, math does not have a math coach.

G5.B1.S1 Invite our district corndinator of math to our PLC groups at least once a month to discuss best practices and and mathematical practices

PD Opportunity 1

To discuss math practices

Facilitator

Vicki Barrett

Participants

Math PLC members

Target Dates or Schedule

Monthly

Evidence of Completion

ERO sign in and minutes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The percentage of students scoring at level 3 or above in reading will increase by 5%	$1,370
G2.	The percent of students scoring a level 3 or above in math will increase by 5%	$1,160
G3.	The percentage of students achieving proficiency (3.5) will increase by 5%	$500
G4.	Increase the infusion of STEM into all areas of curriculum	$500
	Total	$3,530

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Total
SAC	$1,660	$0	$1,660
SAC, District Money	$1,370	$0	$1,370
Education Foundation, Sac	$0	$500	$500
Total	$3,030	$500	$3,530

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. The percentage of students scoring at level 3 or above in reading will increase by 5%

G1.B2 Teachers need a deeper understanding and experience with the rigor of the Common Core Standards

G1.B2.S1 Un-wrap Common Core lesson and work on lesson designs with reflective feed back afterwards.

Action Step 1

Review CCSS as a PLC. Unwrap standards and discuss to gain further understanding. Plan instruction lessons and reflect on results

Resource Type

Evidence-Based Program

Resource

Funding to go to workshops and share out with staff. Funding for supplements in ELA

Funding Source

SAC, District Money

Amount Needed

$1,370

G2. The percent of students scoring a level 3 or above in math will increase by 5%

G2.B1 Connecting real world application to mathematical process.

G2.B1.S1 Work with business partners to provide supplies for real world application in finance.

Action Step 1

Provide checking book and bank ledgers.

Resource Type

Evidence-Based Program

Resource

SAC funds to attend workshops related to math and real world situations. Funding for supplements for math.

Funding Source

SAC

Amount Needed

$1,160

G3. The percentage of students achieving proficiency (3.5) will increase by 5%

G3.B1 Teachers need support integrating the rigor of the CCSS in writing across the curriculum

G3.B1.S1 Monthly discussions with in all PLC's focusing on the rigor of the writing to explain focusing on the Common Core requirements.

Action Step 1

Writing in the content area

Resource Type

Evidence-Based Program

Resource

SAC to attend workshop in increase students writing ability

Funding Source

SAC

Amount Needed

$500

G4. Increase the infusion of STEM into all areas of curriculum

G4.B1 Lack of enough computers

G4.B1.S1 Through grants purchase tablet which can be used as portable computer labs. Use of the Tiger Woods Lab to host computer labs during the day.

Action Step 1

Train teachers on how to use this technology and Apps

Resource Type

Technology

Resource

Education Foundation- Grant, SAC funds To attend workshops to help in all stem field , purchase materials to help in STEM fields

Funding Source

Education Foundation, Sac

Amount Needed

$500