

Charlotte County Public Schools

# Murdock Middle School



## 2021-22 Schoolwide Improvement Plan

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# Murdock Middle School

17325 MARINER WAY, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/mms>

## Demographics

**Principal: Lyman Welton**

Start Date for this Principal: 6/10/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (51%) 2017-18: B (54%) 2016-17: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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 Charlotte 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Murdock Middle School

17325 MARINER WAY, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/mms>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

### School Board Approval

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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.**

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

Murdock is a Title 1 6-8 grades middle school located in the heart of Charlotte County. Murdock Middle School Administration, Faculty and Staff are devoted to improving the lives of students through the power of education and mentorship. Student personal and academic growth is best achieved via excellence in instruction within the context of positive relationships.

#### **Provide the school's vision statement.**

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

Murdock Middle School vision is to see our students become better people, have better lives, and create a better world

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Welton, Lyman	Principal	Mr. Welton sets the expectations for the Schools Climate and Culture. He establishes the Mission and Vision of the School and identifies, communicates and monitors the school's core values. He assigns duties to each Assistant Principal. He sets the direction for curricular development, oversees the Master Schedule, and student scheduling. He assigns instructor teaching assignments, and completes instructor evaluations. His work is carried out in a collaborative manner including faculty, staff, students, parents and community in the decision making process.
Jenkins, Deshon	Assistant Principal	Mr. Jenkins communicates the District and School behavioral expectations for students. He oversees schoolwide student discipline and ensures compliance with District Policy. He represents MMS at SERT. He assigns faculty and staff campus duties. He oversees all aspects of campus safety, running all safety drills, and works closely with our SRO and Security Aide. He hires, supervises and evaluates the custodial staff. He prepares the campus for SREF and Health inspections, submits Work Orders, and Facility Change Requests, He is the Educational Leader for the ESE Department. He oversees all campus extra-curricular activities, including sports, and clubs. He oversees inventory of all curricular materials and campus equipment and furniture. He
Verwey, Jamie	Assistant Principal	Mrs. Verwey joined the MMS Administrative Team 06/2021. She is assigned all aspects of Curriculum and Instruction. She works closely with Mr. Welton to create the Master Schedule and student schedules. She sets the agenda and is the direct contact for all Program Planners. She creates the school wide Testing Schedule including progress monitoring, reading intervention and monitoring of formative assessments, and all State required assessments. She oversees all Professional Development, supervises the Math Coach, and Guidance Counselors. She serves as the schools liaison with the District C&I's, attends all APC meetings and works closely with the Assistant Superintendent of Learning.

## Demographic Information

### Principal start date

Sunday 6/10/2018, Lyman Welton

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

3

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

10

**Total number of teacher positions allocated to the school**

34

**Total number of students enrolled at the school**

650

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

2

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

2

**Demographic Data****Early Warning Systems****2021-22****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	215	185	246	0	0	0	0	646	
Attendance below 90 percent	0	0	0	0	0	0	0	45	63	74	0	0	0	182	
One or more suspensions	0	0	0	0	0	0	0	12	31	39	0	0	0	82	
Course failure in ELA	0	0	0	0	0	0	0	20	53	62	0	0	0	135	
Course failure in Math	0	0	0	0	0	0	0	26	13	56	0	0	0	95	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	35	52	62	0	0	0	149	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	42	59	50	0	0	0	151	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	35	52	62	0	0	0	149	

**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	53	0	0	0	0	0	73

**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	8	7	6	0	0	0	0	21	
Students retained two or more times	0	0	0	0	0	0	3	3	1	0	0	0	0	7	

**Date this data was collected or last updated**

Friday 8/20/2021

**2020-21 - 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	133	168	159	0	0	0	0	460
Attendance below 90 percent	0	0	0	0	0	0	15	14	21	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	3	40	26	0	0	0	0	69
Course failure in ELA	0	0	0	0	0	0	13	21	47	0	0	0	0	81
Course failure in Math	0	0	0	0	0	0	23	29	45	0	0	0	0	97
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	19	34	27	0	0	0	0	80
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	21	39	42	0	0	0	0	102
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	18	42	49	0	0	0	0	109

**The number of students identified as retainees:**

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

**2020-21 - 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	133	168	159	0	0	0	0	460
Attendance below 90 percent	0	0	0	0	0	0	15	14	21	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	3	40	26	0	0	0	0	69
Course failure in ELA	0	0	0	0	0	0	13	21	47	0	0	0	0	81
Course failure in Math	0	0	0	0	0	0	23	29	45	0	0	0	0	97
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	19	34	27	0	0	0	0	80
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	21	39	42	0	0	0	0	102
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	18	42	49	0	0	0	0	109

**The number of students identified as retainees:**

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

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				50%	54%	54%	47%	54%	53%
ELA Learning Gains				55%	53%	54%	56%	55%	54%
ELA Lowest 25th Percentile				48%	46%	47%	46%	48%	47%
Math Achievement				47%	63%	58%	45%	59%	58%
Math Learning Gains				47%	61%	57%	51%	57%	57%
Math Lowest 25th Percentile				36%	50%	51%	49%	53%	51%
Science Achievement				58%	59%	51%	50%	57%	52%
Social Studies Achievement				68%	78%	72%	74%	80%	72%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	50%	49%	1%	54%	-4%
Cohort Comparison						
07	2021					
	2019	37%	46%	-9%	52%	-15%
Cohort Comparison		-50%				
08	2021					
	2019	56%	56%	0%	56%	0%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	30%	51%	-21%	55%	-25%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	52%	62%	-10%	54%	-2%
Cohort Comparison		-30%				
08	2021					
	2019	35%	47%	-12%	46%	-11%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	55%	55%	0%	48%	7%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	78%	-11%	71%	-4%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	64%	36%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Clearsight for ELA and Math, USA Test Prep for Civics

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30/24%		33/23%
	Economically Disadvantaged	13/19%		15/19%
	Students With Disabilities	5/16%		5/13%
	English Language Learners	1/9%		0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27/26%	59/45%	85/50%
	Economically Disadvantaged	9/26%	26/37%	41/44%
	Students With Disabilities	3/12%	7/19%	9/19%
	English Language Learners	0/05	2/22%	5/45%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41/31%		63/37%
	Economically Disadvantaged	26/27%		34/32%
	Students With Disabilities	1/3%		7/17%
	English Language Learners	0/0%		0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44/36%	68/39%	92/52%
	Economically Disadvantaged	23/34%	36/33%	48/46%
	Students With Disabilities	5/16%	4/9%	6/13%%
	English Language Learners	1/33%	0/0%	3/60%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34/23%	66/35%	103/49%
	Economically Disadvantaged	21/23%	35/30%	58/48%
	Students With Disabilities	1/2%	10/20%	8/14%
	English Language Learners	0/0%	0/0%	3/75%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	88/33%		62/40%
	Economically Disadvantaged	19/25%		29/34%
	Students With Disabilities	4/16%		4/14%
	English Language Learners	0/0%		2/29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35/23%	68/41%	108/65%
	Economically Disadvantaged	13/17%	35/35%	51/58%
	Students With Disabilities	1/3%	3/9%	10/32%
	English Language Learners	0/0%	1/13%	1/13%
	Number/% Proficiency	Fall	Winter	Spring
	All Students	62/45%		93/58%
Science	Economically Disadvantaged	27/38%		42/50%
	Students With Disabilities	3/12%		6/22%
	English Language Learners	1/14%		3/38%
	Number/% Proficiency	Fall	Winter	Spring
	All Students	62/45%		93/58%
	Economically Disadvantaged	27/38%		42/50%

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	41	37	21	44	43	19	45			
ELL	33	64	69	37	43						
BLK	34	52	50	39	60	42	33				
HSP	51	45	36	45	53	42	52	80	95		
MUL	51	57		54	73	67	31	64			
WHT	47	50	46	55	56	43	55	74	80		
FRL	42	50	43	44	54	47	42	66	83		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	43	42	19	38	37	21	42			
ELL	33	57	60	6	30	50					
BLK	46	56	52	32	47	48	50	48	13		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	45	64	61	42	47	38	64	76	50		
MUL	56	55	54	44	50	64	75	73	30		
WHT	51	52	41	51	47	29	56	69	57		
FRL	46	54	47	41	44	38	54	62	42		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	49	54	15	41	47	23	37			
ELL	20	55		10	45						
BLK	40	59	62	38	42	41	50	73			
HSP	43	52	38	41	50	42	39	73	53		
MUL	49	55		46	45		80	82			
WHT	48	56	45	46	53	57	51	73	67		
FRL	42	55	46	37	49	52	41	69	52		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The most significant trend in 2021 testing was the improving learning gains in Math particularly in 7th and 8th grades. A close second was the declining grades in ELA learning gains and achievement.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In 2019 the greatest need for improvement was in 6th -8th grade Math. This was true for achievement, learning gains, and lowest 25% learning gains. The 2021 test shows significant improvements in achievement, learning gains and Lowest 25% learning gains in Math 7th and 8th grades, 6th grade lags behind the other two grade levels. 2021 test show a decline across each area measured in ELA with the biggest declines coming in 6th and 7th grade ELA. 2019 the single largest decline was in Acceleration points. This was corrected in 2021 with a 36 point increase.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Absenteeism both with teachers and students contributed to the decline in student ELA performance. Changes in personnel were made to address the lowest performing students. Moving ELA teachers to new grade levels and changing assignments where also made.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

in 8th grade Science demonstrated an the largest point gain in 2019. In 2021 Acceleration points grew substantially, Lowest 25% Math Learning gains for the school grew by 12 points.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

For 2019 Science instructors work together to insure students covered the entire curriculum. In 2021 changes in Math instructors at 7th and 8th grade resulted in significant gains.

#### What strategies will need to be implemented in order to accelerate learning?

The biggest hindrance to Learning Gains across the school will be attendance. Increasing teacher use of Canvas will help address this issue. Changes in instructors in 6th grade math and 7th grade ELA and in Reading across all grade levels will result in improve instruction and student learning gains for the coming year.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

All new teachers will be paired with strong mentors, We hired a new Referendum Funded Math Coach. The coach is being used strategically to address the lowest 25% 6th grade students, She is teaching0 the ESE students with demonstrated difficulties in Math in a small group format.. She is also paired with a new Math teacher. With a significantly larger group of 7th graders obtaining a level 3 in math we have added 3 sections of Alg1. After dropping 8 points in science we have added 12 sections of STEM and have made purchases to support increasing use of labs across all 3 grade levels. ELA we have replaced a low performing teacher, added a new Reading teacher, and have seen an experienced 8th grade ELA teacher return to the class room. WE move the 6th grade ELA teacher to 7th grade and increasedx the ELA classes for a strong 6th grade ELA/reading teacher.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

We continue to foster a positive relationship with all Stakeholders; turnover of staff has been kept low. We are expanding our efforts to grow student positive affinity for the school. Our improvement with teacher relations can best be seen in PPC minutes where complaints are minimal. This year we are focused on improving communication with all stakeholders and improving consistency in behavioral and academic expectations. PBIS is expanding with a new student participation initiative. Local businesses and churches are increasing financial support. SGA and NJHS Sponsor, club sponsors, PTO, and SAC are focused on creating a positive learning environment for students. This single mindedness of purpose is driven by the principal with an aim to have all entities moving in the same direction. The underlying premise is students- as affinity for the school increases so does their engagement culminating in greater learning gains spurred by expanding opportunities for student involvement. The focus this year is to broaden offerings in order to reach a diversified student group. Science and STEM are increasing hands on learning opportunities. We have added entry level Spanish courses to our Master. These academic changes increase the opportunities for students to find something with which they positively identify. Small group academic-based field trips increase student background knowledge and provide additional instructional modalities. Robotics, Murdock Academic Club, and Environmental Club were added. A second CTC course, Public Safety, for 8th grade students was added. Guidance Counselor's are now offering small group settings for students needing additional supports.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	ELA declined across the 3 grade levels, and in achievement as well as learning gains for all students and the lowest 25%.
<b>Measurable Outcome:</b>	Leadership has made several personnel changes in the ELA Department. Some have been movement of instructors to a new area of focus, some have resulted in hiring new ELA or reading instructors. We expect to see all declines in ELA rebound and surpass the 2021 State Assessment results. Each FSA ELA category is expected to grow by 3 percentage points.
<b>Monitoring:</b>	Admin. will monitor via weekly classroom walk throughs, and progress monitoring via Clear Sight and Moby Max. Moby Max usage is monitored for both frequency and duration by the APC. A monthly review of Moby Max data will be conducted by the APC with ELA and Reading instructors.
<b>Person responsible for monitoring outcome:</b>	Jamie Verwey (jamie.verwey@yourcharlotteschools.net)
<b>Evidence-based Strategy:</b>	Use of Moby Max across grade levels and achievement level particularly levels 1-3. Moby Max has been rated as demonstrating Strong evidence of effectiveness.
<b>Rationale for Evidence-based Strategy:</b>	Feedback from students has been positive when compared to other Read 180 and i-Ready. In addition Moby Max has a better science based evidence of affecting positive student growth over other commonly used models and is identified as "strong" using the ESSA levels of evidence.

**Action Steps to Implement**

Moby Max will be used in Intensive Reading, and Learning Strategies courses on a weekly bases. Teachers will demonstrate that students are using the program at a rate and frequency that has been proven effective.

**Person Responsible** Lyman Welton (lyman.welton@yourcharlotteschools.net)

**#2. Instructional Practice specifically relating to Science**

<b>Area of Focus</b>	8th grade scores on the State Science test declined by 8 points. This point loss was the greatest among the 9 categories. In addition Science scores have failed to demonstrate consistent growth over the past 5 years.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	We expect to see Science score grow by 6 points. In addition we expect to see a disruption in the scoring pattern (growth, loss, growth, loss, growth) this back and forth pattern performance shows zero long term improvement in student performance. If the interventions are successful then student performance will show decrease variability and steady slow growth.
<b>Monitoring:</b>	Principal will monitor budget expenditures, Admin will monitor Science and Stem classrooms to observe student engagement in labs. IXL and Moby Max usage will be monitored by the school's APC
<b>Person responsible for monitoring outcome:</b>	Lyman Welton (lyman.welton@yourcharlotteschools.net)
<b>Evidence-based Strategy:</b>	IXL and hands on labs have both demonstrated the ability to support student learning and retention of science standards. While these are not rated as strong they do show some efficacy in increasing students ability to retain information. Moby Max is rated as a strong evidence based intervention.
<b>Rationale for Evidence-based Strategy:</b>	Science scores have changed little over time at MMS. The Science scores over the past 5 years have ranged between 48 points and 58 points. With every year in which scores drop is followed by a year of point gains. This back and forth pattern demonstrates that a true growth pattern has not been established. Changing the instructional modality to a more frequent, varied and intensive hands on approach increases the students potential for retaining new information, and developing a deeper understanding of Science.

**Action Steps to Implement**

Purchase items needed for Science and STEM labs across all grade levels and learning environments. Admin will conduct regular classroom walkthroughs to monitor the frequency, diversity and quality of Science Labs. Purchase IXL Science.

**Person Responsible** Lyman Welton (lyman.welton@yourcharlotteschools.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Murdock Middle was ranked as moderate when compared to the state. we averaged 2.9 incidents per 100 students Murdock has demonstrated a graph that appears like a descending stairway with occasional increases in a given year but with a general downward trend over the past several years. Our area of greatest concern is the level of student conflict the escalates to threats, or physical altercations. While this trend is seen on the national stage we believe we can counter this trend via intentional pairing of mentors, education and clearly defined expectations for behavior. We are increasing student involvement in PBIS, and Student Government. We have added a number of Clubs this year and are seeing an increase in attendance over previous years.**

#### **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.**

Mr. Welton sets positive school climate and culture as a high priority . All decisions are examined as to it's possible impact on the campus climate and culture. The idea that we are creating and environment where students, faculty and staff, are knocking on the gates to get in rather than pushing at the gates to get out is an image adopted by admin and faculty/staff. PTO and SAC participation is increasing. Extra curricular courses are added to the Master based on the level of student interest, instructor knowledge and passion, and community need. Budgets are used to upgrade instructional aides that engage students, improve the appearance of the campus, PD in areas of need and faculty interest. PBIS is heavily supported, field trips are encouraged, recognition and celebration of staff and student achievements promoted. Slogans, mascot, logos are all designed to support positive affinity for the school. Numerous family oriented events are calendared throughout the year.

Recent course additions to the Master Schedule include, 12 sections of STEM, 5 sections of TV production, 6 sections of 3D design, 6 sections of Wellness. Club additions include, Environmental, GSA, FCA, and Art,. Facility improvement's include painting with school colors, new logo on Gym Floor and walls, improvements to the Media Center, Family Advocate Center, New Weight Room, updated signage, improved bulletin boards, improved AC, flood prevention, landscaping. To reach a greater number of families Award Ceremonies, and sporting events are live streamed.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Mr. Welton- establishes climate and culture as a priority and keeps it at the forefront of faculty and staff thinking. He sets the schools core values which is designed promote a positive campus experience for all stakeholders these include; 1. Displaying Compassion, 2. Building Trust, 3. Instilling Hope, 4. Teaching Practical Skills, and 5. Doing No Harm. Each Core Value is defined and promoted in Faculty/Staff meetings, Grade Level Class Meetings with all students, shared with PTO and SAC at SIP review.

Mr. Jenkins and Mrs. Verwey build positive relationships with all stakeholders. Being "present", listening, and providing a safe environment to try new ideas. A new emphasis on promoting and improving opportunities for girls success in sports is being launched. Mr. Jenkins oversees PBIS and works closely with the the faculty on PBIS .

Ms. Pender Promotes family engagement hosting events on campus throughout the year. She has built positive relationships with local businesses gaining sponsorships for clothing, food, hygiene products, fieldtrips and awards for students. Mrs. Smith and Mrs. Pennacchi maintain a welcoming front office environment by in person and on the phone. This has resulted in very high positive ratings by all visitors to our campus. Mr. Hoyle and the Live Stream Production students broadcast Award and Sporting events providing families that may not be able to attend in prerson the opportunity to see their student.

Admin, AFA, Athletic Director, PBIS Sponsor. SGA and NJHS Sponsor, club sponsors, PTO, SAC are all focused on creating a positive learning environment for students. This single mindedness of purpose is driven by the principal. The aim is to have all entities moving inn the same direction. The underlying premise is students "As student affinity for the school increases so does their engagement resulting in greater learning gains. This is why are expanding opportunities for student involvement. The focus this year is to broaden our offerings in order to reach a more diversified group of students. Science and STEM are increasing hands on learning opportunities. We have added entry level Spanish courses to our Master. While these are academic changes the purpose is to increase the opportunities for a student to find something on campus or in a class in which they positively identify. Funds for small group academic based field trips increases student background knowledge and provides an additional instructional modality. Robotic and MAC (Murdock Academic Club) and Environmental Club were added to our club offerings. A second CTC course, Public Safety, for 8th grade students was added to the Master. Guidance Counselor's are now offering small group settings for students needing additional supports.