

Martin County School District

Murray Middle School



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2020-21 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%)
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	
* 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

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	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Position Title	Job Duties and Responsibilities
Orozco, Guillermo	Assistant Principal	
DeJames, Tami	Assistant Principal	
Escher, Coli	Instructional Coach	
Hammond, Nicole	Teacher, ESE	
Creber, Susan	Teacher, K-12	
Jerrells, Michele	Teacher, K-12	
Sequeira, Christine	School Counselor	
Brown, Keith	School Counselor	
Chasse, Paul	Teacher, K-12	
Caswell, Anita	Teacher, K-12	

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.*

5

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.*

36

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

560

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

12

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

12

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	207	186	227	0	0	0	0	620	
Attendance below 90 percent	0	0	0	0	0	0	43	34	55	0	0	0	0	132	
One or more suspensions	0	0	0	0	0	0	20	15	29	0	0	0	0	64	
Course failure in ELA	0	0	0	0	0	0	12	10	25	0	0	0	0	47	
Course failure in Math	0	0	0	0	0	0	40	20	32	0	0	0	0	92	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	53	47	68	0	0	0	0	168	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	41	53	82	0	0	0	0	176	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	37	40	29	0	0	0	0	106	

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	25	41	31	0	0	0	0	97	

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	2	0	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	7	1	0	0	0	0	0	8	

Date this data was collected or last updated

Tuesday 10/5/2021

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

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	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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				51%	62%	54%	53%	62%	53%
ELA Learning Gains				54%	58%	54%	53%	60%	54%
ELA Lowest 25th Percentile				48%	51%	47%	42%	48%	47%
Math Achievement				67%	74%	58%	63%	73%	58%
Math Learning Gains				67%	68%	57%	59%	70%	57%
Math Lowest 25th Percentile				55%	55%	51%	47%	57%	51%
Science Achievement				50%	64%	51%	51%	62%	52%
Social Studies Achievement				94%	87%	72%	65%	82%	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	53%	57%	-4%	54%	-1%
Cohort Comparison						
07	2021					
	2019	47%	53%	-6%	52%	-5%
Cohort Comparison		-53%				
08	2021					
	2019	55%	62%	-7%	56%	-1%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	67%	64%	3%	55%	12%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	57%	60%	-3%	54%	3%
Cohort Comparison		-67%				
08	2021					
	2019	55%	67%	-12%	46%	9%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	50%	58%	-8%	48%	2%
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	80%	77%	3%	71%	9%
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	98%	75%	23%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	65%	35%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

We progress monitor as a district by using Common Quarterly Assessments.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.92		42.27
	Economically Disadvantaged	23.79		33.45
	Students With Disabilities	24.36		30.86
	English Language Learners	11.36		6.52
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19.95		33.83
	Economically Disadvantaged	14.59		29.20
	Students With Disabilities	21.21		28.38
	English Language Learners	5.06		10.53

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.91		42.04
	Economically Disadvantaged	23.55		31.77
	Students With Disabilities	23.75		30.49
	English Language Learners	11.22		4.12
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19.64		32.00
	Economically Disadvantaged	14.04		26.34
	Students With Disabilities	20.59		27.63
	English Language Learners	4.49		6.12
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42.35	64.53	60.70
	Economically Disadvantaged	36.36	58.33	55.24
	Students With Disabilities		45.83	2273
	English Language Learners	21.43	45.95	35.90

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.40		48.09
	Economically Disadvantaged	30.64		38.21
	Students With Disabilities	19.15		28.26
	English Language Learners	17.54		5.56
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.67		28.33
	Economically Disadvantaged	21.21		23.74
	Students With Disabilities	15.79		23.81
	English Language Learners	12.77		12.50
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	24.62	35.60	27.72
	Economically Disadvantaged	18.10	27.45	18.87
	Students With Disabilities		16.67	20.00
	English Language Learners	2.78	14.29	5.71

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	17	22	22	24	25	17	15	22			
ELL	15	22	22	25	36	52	4	40			
BLK	24	30	23	27	33	33	29	56	15		
HSP	29	33	28	32	29	39	28	58	39		
MUL	52	44		60	50						
WHT	56	50	29	55	34	26	54	86	54		
FRL	30	32	24	36	31	38	36	63	31		
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				

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	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		

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	30
English Language Learners Subgroup Below 41% in the Current Year?	YES

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	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	52
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	49
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

When analyzing the progress monitoring data (2020-21), most subgroups increased from the pre- to post- test window, except for the ELL subgroup in nearly all reported subject areas/grades.

ELA at MMS performed below the percent proficient of peers in the district and state across all 3 grades (except grade 6 in 2018) in both years (2018 and 2019). On the other hand, math proficiency is always above the state percent proficient, except for grade 8 in 2018 (but still performs lower than peers in the district, except for in grade 6 in 2019).

Science scores in 2018 and 2019 are comparable with state proficiency but lower than other district schools.

Civics growth increased from 2018 to 2019, surpassing the percent proficient in the district and the state in 2019 (though the year was unlike any other with only one class of students completing the course).

All subgroups of students, except for white students, increased in ELA learning gains among the L25% from 2018 to 2019, and in math, the L25% had greater learning gains from 2018 to 2019 in all subgroups except black students.

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

ELA proficiency, learning gains, and L25% learning gains are the greatest needs across all 3 grades at MMS. Not only are the scores stagnant or decreasing from 2017 to 2019 and the APM data showing deficiencies, but students with better reading skills will also have the likelihood of performing better on other state assessments and in their other coursework.

In 2019, on the ELA FSA, 51% of students were proficient in ELA, with 54% showing learning gains. 48% in the L25% showed learning gains that year, and from the APM data (Spring 2021), grades 6 and 7 had 42% of students showing proficiency, and grade 8 had 48% proficient.

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

In the 2017-18 and 2018-19 school years, there was teacher turn-over or even positions unfilled by certified teachers in reading and ELA classes. This limited the foundation for some ELA students with highly effective teachers. 2019-2020, 2020-21, and presently there has been less turn-over in the reading/ELA department, and fewer quarters with unfilled positions in reading/ELA.

The intervention teachers and administrators work to coach teachers and prepare them with resources and strategies to feel successful in the classroom.

Specifically for the 2021-22 school year, with the rollout of the B.E.S.T. ELA standards and new teaching materials (Savvas MyPerspectives), district and school-based support is prioritized to help students and teachers feel successful with the learning of ELA and reading skills.

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

Math achievement and learning gains showed the most improvement from the 2018 to 2019 FSA. Math achievement rose by 8 percentage points (59% in 2018 to 67% in 2019), and learning gains increased by 4 percentage points (63% in 2018 to 67% in 2019). However, learning gains among the L25% decreased by 3 percentage points (58% in 2018 to 55% in 2019).

Based on progress monitoring data in the 2020-21 school year, math in grades 6 and 7 made sizeable growth while grade 8 made some growth. In the Fall 2020 APM, there was 14% growth in 6th grade (35% proficient to 42%), 12% growth in 7th grade (20% proficient to 32%), and 3% growth in 8th grade (25% proficient to 28%)

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

One contributing factor to the APM growth in math may have been the addition of critical thinking courses that focused on math. 2020-21 was the first year where math teachers had an additional period with students who were identified as needing additional support in math. With a second period of math instruction, these students had the chance to more deeply learn the math content and also remediate missed standards from prior school years. This continued effort (2021-22) will help address the lack of growth in learning gains of the L25% subgroup that was evident in the 2018-2019 math FSA data.

The learning gains and proficiency from 2018 to 2019 could have been due to concerted efforts in periods where ESE teachers and general education teachers cotaught. Within the ESE and math department those years, there was purposeful scheduling of teachers with students and pairing of the coteachers. These excellent conditions for learning

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

In addition to the action steps listed in the "Planning for Improvement" section, MMS will offer daily tutoring after school in any subject with certain days having an academic focus based on the staff present. Families will be contacted about this opportunity, and as students are struggling with their learning, additional (personal) invitations will be issued. Additionally, the intervention teachers will co-teach and coach in classrooms where teachers and students need additional support with their teaching/learning.

If students need extra time to practice missed standards, the intervention teachers can also pull students for lunch tutoring. Likewise, some ESE teachers have an extra period available to meet with ESE students to remediate missing standards. Weekly MTSS meetings have school and district leaders collaborating about interventions and students of concern. Monthly grade level meetings also problem-solve based on students of concern as part of the MTSS process.

A district instructional coach and literacy specialist will come to MMS regularly to support new teachers who may need help with classroom management, implementing the best strategies, and

helping students meet their goals for academic success. They help monitor student performance and meet with teachers who need help.

Staff on campus have chosen students in the L25% and those in the L50% categories to mentor and meet with to discuss their performance in the classroom, on district assessments, and with upcoming state testing. They will motivate these students to try their best and provide them with learning and testing strategies.

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.

English Language Learner data is now housed in a program called Ellevation. Teachers will be trained on how to use this tool and understand how to instruct students based on the “Can Do” Descriptors found in the tool. These expectations of what an ELL can do will help shift teachers’ thinking away from what an ELL is not capable of doing to what is possible, with the right support.

Teachers will receive professional development on student engagement strategies, an area of need as we emerge from the pandemic and build a better culture of the love for learning.

Math teachers and ESE teachers who co-teach math will receive training on how to implement the new B.E.S.T. Standards for Math next school year. Their training will be given by district instructional coaches.

Continued support for employees based on needs of professional development related to school goals and individual needs.

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

Instructional coaches are available to continue the roll-out process of the ELA B.E.S.T. Standards, and the roll-out of math will take place this year. Additionally, one intervention teacher attended training on B.E.S.T. for ELA from the FLDOE, and she will continue to support her ELA team with resources and instructional strategies.

The principal’s deliberate practice revolves around supporting the roll-out of the new ELA materials and standards, so she is ever-present in the process and a great resource for the teachers.

Academic assistance is available for students in any content area, every Monday-Thursday after school. There is an activity bus that can transport students who do not have other arrangements.

Continued support for employees based on needs of professional development related to school goals and individual needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

In both 2018 and 2019, with the exception of grade 6 in 2018, MMS ELA scores were below its peers across the district and across the state.

Area of Focus

51% were proficient in ELA on the FSA in 2019. 54% showed learning gains, and of the L25% group, 48% showed learning gains.

Description and Rationale:

Scores have been stagnant or decreased from 2017 to 2019 (low 50% proficient), and the percent proficient on the ELA progress monitoring tests of Spring 2021 were even lower than prior years' FSA scores (42-48% proficient).

Students who have deficiencies in reading will likely struggle with many other content areas, not just ELA. For this reason, and because of the data presented above, MMS prioritizes ELA learning gains and proficiency as the greatest need.

Measurable Outcome:

MMS plans to have at least 57% of students proficient on the ELA FSA in 2022. Additionally, 60% of students will show learning gains, and of the L25% group, 54% of them will also show learning gains.

Monitoring:

Principal Amy Laws will facilitate walkthroughs of ELA and reading teachers' classrooms with other district representatives who are doing accountability checks of ELA and reading instruction. Mrs. Laws will also attend the professional learning community meetings of the ELA teaching team and provide support to the teachers and coaches who are providing ELA and reading instruction. She will use the data collection platforms to monitor student data related to ELA (exit tickets and unit assessments) and reading (word study, grammar, and reading comprehension adaptive reading materials).

Person responsible for monitoring outcome:

Amy Laws (lawsa@martin.k12.fl.us)

Evidence-based Strategy:

The Piagetian program (Hattie's effect size of 1.28 (2021)) "The Gradual Release of Responsibility Instructional Framework" is being used in English Language Arts classrooms, as well as in intensive reading classrooms, this school year.

Rationale for Evidence-based Strategy:

Since this is the first year for the new ELA and reading materials (Savvas MyPerspectives for ELA and Lexia for reading), and since both sets of materials demonstrate this model in their structuring of lessons, this would be a great year to collaborate as a reading and ELA team to sharpen the teachers' tools with this model of instruction. The ELA materials use the steps in this order: focus lessons, guided instruction, productive group work, then independent learning. The reading materials reverse the order.

Action Steps to Implement

As the walkthrough data is collected on teachers' use of the new Savvas MyPerspectives materials, the principal and coach will meet with teachers to collaborate and brainstorm ways to improve their instructional practices, analysis of assessment data, and comfortability with the new B.E.S.T. Standards for ELA.

Person Responsible

Amy Laws (lawsa@martin.k12.fl.us)

Within the professional learning community, ELA and reading teachers will gather regularly to discuss obstacles with the lesson planning and delivery, based on anecdotal data, quantitative data, and student work samples. They will problem-solve with their peers, led by the team leader and the principal, to

provide their students with the best quality lessons and clarify for one another the best use of the materials for core instruction.

Person Responsible Coli Escher (escher@martinschools.org)

Teachers will use some of the productive group work time each quarter to remediate lower standards and provide enrichment for those who have already demonstrated mastery of the standards. Some students even have their ELA teacher for a second period each day, so that time can be used for remediation and enrichment as well. Teachers will collaborate in their professional learning community to determine, based on formative data, which standards to most purposefully prioritize during remediation opportunities. Their team leader will help facilitate those conversations.

Person Responsible Coli Escher (escher@martinschools.org)

ESE students have the support of two teachers in the room during their ELA periods, so the opportunity for remediation of missing standards will be more easily available for those students. ESE and content teachers will collaborate during their professional learning community and planning times to determine, based on formative data, which standards to remediate with ESE students when it comes to reading and writing instruction. The IPS coach will help facilitate those collaborations. Since many students with an IEP are also in the L25% category, prioritizing remediation with these students is vital.

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

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

The 2019 FSA data showed that MMS performed below the district average in all three grade levels (67% for MMS versus 74% for MCSD).

Measurable Outcome:

Math achievement will increase to 73%. The ELL subgroup will increase from 35% proficient to 40% proficient, and the ESE subgroup will increase from 31% proficient to 40% proficient.

Monitoring:

Assistant Principal Tami DeJames will take part in math department professional learning communities and facilitate walkthroughs of math classrooms, in collaboration with district coaches and other administrators, to ensure that teachers are using appropriate instructional strategies, administering formative assessments regularly, planning as a team, and using the assessment data to determine future instruction.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

The math department will focus on providing formative evaluations (Hattie's effect size of 0.68 (2021)). Teachers will collaborate to develop common formative assessments. Once they have administered them, they will work in their professional learning communities to analyze and use the data to determine their future instruction.

Rationale for Evidence-based Strategy:

Since math is systematically instructed and skills build upon one another, if teachers prioritize formative evaluations and use the results to determine their upcoming instruction, then students will have purposeful remediation activities to help reinforce their learning and help build those previously taught skills. For students who demonstrate mastery on the formative assessments, teachers can provide purposeful enrichment for them to expand their mathematical understanding. When common formative assessments are used, teachers and students become more aware of the target standards that build connections across the scope and sequence.

Action Steps to Implement

Math teachers will collaborate to develop student engagement strategies to help build student buy-in with math instruction, with a focus on practicing skills, problem-solving strategies, and processes for setting up math equations. The math department leader will help facilitate this collaboration. By regularly collaborating, this math team can hold each other accountable to the most important standards and following the scope and sequence, as their weekly meetings will be spent planning formative assessments and analyzing the data collected from them.

Person Responsible

Nicole Hammond (hammonn@martin.k12.fl.us)

Math classes had 75 minutes for instruction during the time of the most recent FSA data (2019), but now, their instructional time has decreased to 50 minutes. Therefore, many students who did not score proficiently in prior years' FSA receive a second period of math instruction for remediation. The math teachers use this time to reteach confusing processes and fill gaps of previous school years' math skills with an adaptive math program called MobyMax. Some students in these extra math periods may also use Math Nation. Many ELLs and ESE students are part of these math intervention periods, so students in those subgroups, as well as the L25%, will be aided in their math skills. The use of MobyMax and Math Nation provide daily checks for progress, formatively assessing students and providing teachers with data to inform their instruction.

Person Responsible Nicole Hammond (hammonn@martin.k12.fl.us)

ESE students have the support of two teachers in the room during their math periods, so the opportunity for remediation of missing standards will be more easily available for those students. ESE and content teachers will collaborate during their professional learning community and planning times to determine, based on formative data, which standards to remediate with ESE students when it comes to math instruction. The IPS coach will help facilitate those collaborations. Many students with and IEP are also part of the L25% category.

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

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Since science proficiency on grade 8 FSA was 50% in 2019, science proficiency is an important focus for MMS.

Measurable Outcome:

Science proficiency will increase from 50% to 56%.

Monitoring:

Assistant Principal Guillermo Orozco will facilitate walkthrough observations and provide feedback to science teachers. He will also facilitate district coaching and monitor professional learning community meetings with the science department.

Person responsible for monitoring outcome:

Guillermo Orozco (orozcog@martinschools.org)

Evidence-based Strategy:

The science department will focus on providing formative evaluations (Hattie's effect size of 0.68 (2021)). Teachers will collaborate to develop common formative assessments. Once they have administered them, they will work in their professional learning communities to analyze and use the data to determine their future instruction.

Rationale for Evidence-based Strategy:

If science teachers prioritize formative evaluations and use the results to determine their upcoming instruction, then students will have purposeful remediation activities to help reinforce their learning and help build those previously taught skills. For students who demonstrate mastery on the formative assessments, teachers can provide purposeful enrichment for them to expand their scientific understanding. When common formative assessments are used, teachers and students become more aware of the target standards that build connections across the scope and sequence.

Action Steps to Implement

The science teachers will gather in their professional learning communities to discuss critical content and use the PLC guiding questions. This opportunity will provide them with the chance to develop common formative assessments together, administer them within an agreed-upon time-frame, and analyze the results to help plan future remediation and enrichment as a team. The science team leader will help facilitate this process, especially since she teaches all three grades of science.

Person

Responsible Michele Jerrells (jerrelm@martin.k12.fl.us)

Nearpod and Performance Matters will be used for progress monitoring. These online resources contain FSA-style questions that teachers can use for formative assessments and modeling the process of analyzing text in science questions. Teachers will use the results of students' formative assessments to inform future instruction.

Person

Responsible Michele Jerrells (jerrelm@martin.k12.fl.us)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:	In 2019, the number of students who took the civics assessment was a very small sample size. 2018 data shows 64% proficient in civics. MMS aims to increase the percent proficient. Compared to other district schools and the state, MMS had lower percent proficient, as the state percent proficient in 2018 was 71%, and the percent proficient in the county was 79%. Additionally, when looking at the progress monitoring data of civics in the 2020-21 school year, the best scores were in the winter, with 64% of students proficient, similar data to the 2018 EOC data.
Measurable Outcome:	80% of students will be proficient on this year's Civics EOC. Since this past year's data (2021) was 74% proficient, and because of a small sample size in 2019, our goal this year is based on growth when looking at 2021 data and not 2018 or 2019 data.
Monitoring:	Assistant Principal Orozco will collaborate with the team leader, and they will facilitate the professional learning community meetings where planning takes place. Observing the conversations in these meetings, as well as walking through classrooms, will help the assistant principal monitor performance and growth in civics.
Person responsible for monitoring outcome:	Guillermo Orozco (orozcog@martin.k12.fl.us)
Evidence-based Strategy:	Teacher clarity (Hattie's effect size of 0.75) will be the focus of social studies teachers this school year.
Rationale for Evidence-based Strategy:	Teacher clarity is intentional and organized communication between teachers with their peers in collaborative planning as well as between teachers with their students. When teachers clearly state the purpose of learning and learning targets with their students, establish success criteria, and provide effective feedback, students will be more successful with their learning. This is because they will know what is expected of them and will receive help with understanding their progress along the way.

Action Steps to Implement

Professional learning communities will meet regularly to determine "boulder" standards, those most crucial within the content for students to master. Then they will collaborate about what learning strategies will be beneficial in teaching those skills. They will also plan common assessments to determine if these skills have been mastered by the students. Once the assessments are given, the teams will discuss the results and analyze the data to plan for remediation or enrichment,

Person Responsible Susan Creber (crebers@martin.k12.fl.us)

Identifying learning targets, standards of focus for the year, and reaching consensus on the intent and rigor of the standards they identify will be key with the professional learning community of civics teachers. They will then post these, in student-friendly terms, for students to be aware of and use as they monitor their own progress throughout the year in comparison to the benchmarks necessary to show proficiency in the civics content.

Person Responsible Susan Creber (crebers@martin.k12.fl.us)

Teachers will post their standards, learning goals, and success criteria in a manner that is clear to students. There will be an agreed-upon format that all social studies teachers will use to display this information, and it will be helpful for students as they progress to different grades next year.

Person Responsible Susan Creber (crebers@martin.k12.fl.us)

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.

Our data showed MMS was in the low or very low range for all monitored areas in the SafeSchoolsforAlex.org report. However, we will continue to analyze discipline data weekly (Assistant Principal DeJames spearheads with support of team leader Chasse. The analysis will be shared at both monthly staff meetings and with the PBIS sub committee. Annually the school administrators will receive SESIR training and apply their learning across the campus. Also, relationships with students to help mediate issues before there are fights would be our discipline prevention priority as a campus, even though that category does not score in a concerning range on the SafeSchoolsforAlex.org report.

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.

With the mascot of lions, MMS recognizes the family of a lion as its pride, and that terminology is used to help establish and continue a vision of Murray members as a family. This branding occurs through spirit wear that students and staff are able to wear daily, posters on the walls around campus. Within our time for social emotional learning, these groups are specifically called our “Pride” groups, further reminding students they have a family on campus.

Character Counts is embedded in the “Pride” groups also, helping students and staff foster the skills necessary to become good citizens on campus and beyond. Students and faculty are recognized monthly for their strong positive character traits by Student of the Month and Teacher of the Month ceremonies. Teachers and staff also embed the pillars of Character Counts into their classroom environment.

PBIS (Positive Behavior Intervention Support) is also embedded into classroom environments through the acronym ROAR, which recognizes attributes of an MMS Lion that are crucial for academic and social success. Responsibility, outstanding citizenship, attitude, and respect are the qualities of a Lion that fit into

the PBIS program at MMS. Students are recognized for their positive behavior, as evidenced by their use of these qualities in the school, with ROAR Cards, which they can use to claim prizes and receive other rewards throughout the school year. The PBIS team meets regularly to plan events, analyze student discipline data, and figure out ways to promote positive behavior and school culture.

New this year will be a focus on coming through the traumas of the pandemic and motivating students to reestablish emotionally and academically healthy habits. One way to focus on this with students is through providing them with opportunities to share their interests and what motivates them in the first place. We will use surveys to poll students on prizes they might like to earn through PBIS. We will also survey them about what long-term goals they have, interests they have in sports and other extracurricular activities, and aspirations for the future. Through partnership with the CTE resources, and possibly the Education Foundation of Martin County, we will establish the beginning phases of Zoom and in-person guests to visit (and record videos) that would be motivational in nature and not necessarily about one specific career path but focused on future aspirations, goal-setting, and rising above challenges. Other guests could include former MMS students who have found their niche in high school or college, since the age gap will be smaller than having solely adult guests, thereby giving students a more attainable goal for their own lives.

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

Parents, students, teachers, other staff members, and administrators all play a role in the culture and environment at MMS. With the return of concerts, clubs, and sports with community participation, this is a wonderful time to reset and make the most of the opportunity to grow as a community.

Parents are encouraged to participate in our School Advisory Council and Parent Teacher Student Association. Additionally, through our Focus portal, parents have a direct line of communication to their child's teachers and can check grades regularly.

Parents and students are able to meet with their teachers and staff during curriculum night and parent conference night to determine ways to get involved on campus, learn more about clubs and other activities, and partner with the students' teachers to see how all three members can help ensure the students' success.

Our principal and other administrators manage the webpage, parent texts/automated calls, and social media to keep the community informed of activities and schoolwide expectations regularly.

Teachers also reach out to parents regarding students' classroom behavior and performance to help partner with the parents.

Grade level team leaders facilitate conversations with teachers about students of concern in their classes and help problem-solve ways to improve the classroom environment when teachers are struggling with classroom management.

Our two school guidance counselors meet with students individually and in small groups to help cope with stressors and problem solve when conflicts arise. Additionally, the counselors help mediate between students, parents, teachers, and administrators when healthy communication needs some support.

We also have an additional student services-initiated counselor on campus who meets with students related to truancy and substance prevention and helps students with regulating emotions.

Boys and Girls Club offers MMS mentors on campus who facilitate healthy relationships, help encourage students to do their best, and provide additional listening ears for students who need extra attention and love.

Safe School Ambassadors is a program where student leaders on campus are trained to help provide voices to speak out against negativity on campus. They are trained by the organization and an MMS staff member.

In the 2019-20 school year, MMS hired its first Parent Liaison, which is still a position. She is bilingual (Spanish) and can help monolingual staff members communicate with families and also provide insight for ways to best communicate with and understand families from Hispanic heritage. She and our bilingual assistant principal help our school provide print and verbal materials in Spanish and English.

Front office staff welcome families in an organized and friendly manner, recognizing their first face of the school when managing early dismissal and other issues that parents/community members bring to MMS. Members of the leadership team and other staff volunteers create activities through PBIS and other means to help foster community on campus, such as after school or during school social meetings.

Community partners come to campus to help inspire students in the CTE courses and introduction to career class, either in person or on Zoom. Developing a strong connection to careers outside of middle school helps students buy into the learning process in agriculture, technology, and other fields of study.

Winn-Dixie provides MMS with partnership in the School Advisory Council as well as through numerous donations throughout the year.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA					\$9,260.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	5100	369-Technology-Related Rentals	0081 - Murray Middle School	Title, I Part A		\$9,260.00	
			Notes: Achieve 3000, Tier 2 intervention for ELA				
2	III.A.	Areas of Focus: Instructional Practice: Math					\$3,495.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	5100	369-Technology-Related Rentals	0081 - Murray Middle School	General Fund		\$3,495.00	
			Notes: Moby Max				
3	III.A.	Areas of Focus: Instructional Practice: Science					\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies					\$0.00
Total:							\$12,755.00