

Charlotte County Public Schools

Murdock Middle School



2022-23 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: 6/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: C (51%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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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.

Murdock Middle School's Mission is to improve the lives of our students through the power of education and mentorship.

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Welton, Lyman	Principal	Mr. Welton sets the expectations for the School's Climate and Culture. He is responsible for the creation of the school's Mission, Vision and Core Values and the communication of these to all stakeholders. Mr. Welton oversees all aspects required for the successful functioning of the school. This includes but is limited to compliance with all related Federal, State and County laws, regulations and School Board directives, management of all school budgets, hiring and supervision of all school faculty and staff, setting the school calendars, oversight of curriculum and instruction including all related materials, maintaining all buildings and grounds, family and community communication including SAC, PTO, Newsletter, and Social Media. He establishes long term plans and short term goals. 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 has extensive experience as an educational leader. He ensures compliance with Federal and State Laws and District Policy related to school safety and student discipline. He is responsible for overseeing all aspects of school/campus safety. He collaborates with District Security personnel and local Law Enforcement, and works closely with our SRO and Security Aide. He schedules and runs Safety training and drills. He oversees schoolwide student discipline. He communicates expectation for student behavior to all stakeholders. He is a standing member of the District Suspension Expulsion Review Team. He assigns faculty and staff campus duties. 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 is the administrative leader at ESE and 504 Manifestation meetings. He oversees all campus extra-curricular activities, including sports, and clubs. He maintains inventory of all curricular materials and campus equipment, furniture and supplies.
Verwey, Jamie	Assistant Principal	Mrs. Verwey is an experienced educator having taught multiple subjects in a variety of classrooms. She is assigned all aspects of Curriculum and Instruction. She works closely with Mr. Welton to create the Master Schedule, faculty instructional assignments and student schedules. Mrs. Verwey sets the agenda and Chairs Program Planners meetings. She creates the school wide Testing Schedule this includes all State and District required testing, and progress monitoring. She oversees all faculty 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

Friday 6/1/2018, Lyman Welton

Number of teachers with a 2022 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 2022 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.*

23

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

640

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	213	186	247	0	0	0	0	646
Attendance below 90 percent	0	0	0	0	0	0	66	82	105	0	0	0	0	253
One or more suspensions	0	0	0	0	0	0	22	28	29	0	0	0	0	79
Course failure in ELA	0	0	0	0	0	0	7	16	2	0	0	0	0	25
Course failure in Math	0	0	0	0	0	0	20	31	4	0	0	0	0	55
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	41	38	49	0	0	0	0	128
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	33	55	37	0	0	0	0	125
Number of students with a substantial reading deficiency	0	0	0	0	0	0	91	95	127	0	0	0	0	313

Using the table above, complete the table below with the number of students by current grade level who have 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	46	42	36	0	0	0	0	124

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Friday 9/16/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	49%	50%				50%	54%	54%
ELA Learning Gains	42%						55%	53%	54%
ELA Lowest 25th Percentile	35%						48%	46%	47%
Math Achievement	49%	35%	36%				47%	63%	58%
Math Learning Gains	48%						47%	61%	57%
Math Lowest 25th Percentile	43%						36%	50%	51%
Science Achievement	48%	55%	53%				58%	59%	51%
Social Studies Achievement	65%	54%	58%				68%	78%	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	2022					
	2019	50%	49%	1%	54%	-4%
Cohort Comparison						
07	2022					
	2019	37%	46%	-9%	52%	-15%
Cohort Comparison		-50%				
08	2022					
	2019	56%	56%	0%	56%	0%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	30%	51%	-21%	55%	-25%
Cohort Comparison						
07	2022					
	2019	52%	62%	-10%	54%	-2%
Cohort Comparison		-30%				
08	2022					
	2019	35%	47%	-12%	46%	-11%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	55%	55%	0%	48%	7%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	78%	-11%	71%	-4%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	64%	36%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	27	28	20	35	29	24	37			
ELL	27	43		38	52			92			
BLK	29	34	27	41	42	29	7	50			
HSP	45	42	37	42	50	60	37	71	65		
MUL	40	49		44	41	30	57		79		
WHT	45	43	36	53	49	45	56	64	78		
FRL	38	41	37	41	45	44	39	56	71		
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				

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
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Our Students declined in most tested areas. Our 7th and 8th grade students performance declined in both FSA Reading and Math. Our 8th grade science scores declined as did our 7th grade Civic EOC. The FAST ELA PM1 further supports the evidence that a significant percentage of our students are performing below grade level. Two subgroups under performed, Students with Disabilities and Black/ African American Students both fell below the Overall Federal Index cut of 40%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our students low reading scores both on the State FSA and on the FAST PM1 demonstrate the greatest area in need of improvement. In addition students poor reading skills negatively impact their ability to advance in Civics, U.S. History, Science (all 3 grade levels) and Math. This is evidenced by declining; Civic EOC score, 8th grade Science, and 7th and 8th grade Math. State student performance data show student performance declines across subjects when student Reading scores remain below grade level. In addition two sub groups, are in need of additional supports; Black/African American and Students with Disabilities.

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

Based on the school data 39% of our students were absent a minimum of 11% of the time. Days missed ranged from 18 to 130 days, with sixty-eight students out a minimum of 20% of the school year. Additionally we experienced a high rate of teacher absenteeism due to Covid-19. Taken in combination (student and teacher) it is hard to over estimate the negative impact absenteeism had on student learning. Second was the loss of certified ELA instructors. Six sections of ELA were taught by a series of substitute teachers for the entire year. A group of our 6th students who scored a level 1 or 2 on the ELA experienced a teacher change at the Semester break. A third contributing factor was the high rate of disciplinary violations. While twelve percent of the student population received OSS for 1 or more days, 43% of the students received one or more referrals. The rate of referrals ranged from 1 to 66. This level of misbehavior resulted in the frequent disruption of classroom instruction and placed a tremendous strain on administrative time and resources. These are three contributing factors student absenteeism, teacher absenteeism and violations of the Code of Student Conduct identified for action planning. The new actions needed, hire certified ELA and Reading teachers, clarify and enforce behavioral expectations, promote school attendance.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Two improvements were seen. Our 6th grade students demonstrated growth in Reading and for the 2nd consecutive year their FSA Math scores improved.

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

6th grade Math was the lowest performing academic area 3 and 4 years ago. We targeted this for improvement and made a teacher change and utilized the Math Coach to provide support to this student group.

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

First, Admin will outline to faculty and staff our student's need to overcome a significant gap in ELA/ Reading skills. This will include a data review demonstrating the negative impact these learning gaps have across all Subject areas.

Second, recruit and hire certified ELA teachers.

Third identify and implement a series of Reading interventions to address our students learning gaps. These include a co-teach model, the addition of a Reading curriculum, frequent review of student performance data, including FAST , District data and required Formative assessments. Data will be used to guide instructional decision making.

Fourth, to make changes to the Master schedule to provide additional supports to underperforming students. This year we added a co teach model at each grade level. This resulted in a teacher student ratio in those classes of 1:10. We used block scheduling to provide continuity.

Fifth, implement small group tutoring to address both ELA and Math. Using a variety of grant funds ELA tutoring in small groups will be available during school hours. Using Title funds Math tutoring will be available at each grade level after school.

Sixth Identify and implement a Reading curriculum for our level one students.

Seventh address student absenteeism- Increase communication home via calls, News Letter, Remind stressing importance of school attendance. Promote attendance competition across grade levels and schools. Recognize perfect attendance.

Eight, Address Student compliance with the Student Code of Conduct. Grade level Administrator led meetings, publish specific school wide behavior expectations in every classroom. Increase PBIS incentives.

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.

Provide and or support on going professional development with the Journeys Pathway Reading curriculum for Reading teachers, Support for all ELA teachers with the new BEST standards and the 2nd year implementation of ELA curriculum materials. Our C&I will provide coaching for our ELA teachers. In addition I notified our C& I of my desire to pursue the Savaas in class coaching for our ELA teachers. Our RF Math Coach will continue to provide coaching for our Math Department with an emphasis on 6th grade Math and ALG1. (We hired for our 6th grade math position today 9/20. Admin will review the formative data and provide teacher supports where needed. Admin will promote positive relations between departments and the DOL, C&I staff. PD offered for small during school tutoring, Coaching for ELA teachers, Coaching for Math teachers. PD for NET teachers.

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

The continued growth in the use of common assessments across subject areas and grade levels, this includes formative assessments as well as Mid terms and finals. On going PD for faculty at each subject area. Use of data to drive decision making when creating instructional assignments, course schedules

and student scheduling. Further development of positive relationships with the DOL, increase use of C&I for coaching and PD. Increase use of multiple data points during MTSS to create targeted interventions for struggling students. Continue to develop positive relationships with parents securing their involvement in their students education. Build on the growing positive student affinity for Murdock Middle. Continue to diversify elective course offerings to enhance student engagement and exposure to a variety of academic options. We have developed a plan to call each parent/family that does not have an active Focus account. The goal is to increase family awareness of of a student's current academic standing, attendance, and behavior.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

The data demonstrate many of our students' Reading/ELA skills are significantly below grade level. This learning gap greatly inhibits their growth across all subject areas. This learning gap if not addressed is correlated with long term negative outcomes for the student including, increased potential for dropping out of school, failure to pursue further educational goals, and potential long term loss of income. A high percentage of Students with Disabilities scored a level 1 on Reading. While all students scoring a level 1 are at risk oSWD are of particular concern. Every students long term wellbeing and growth provides the rational for selecting their improved ELA/Reading skills as an area of critical need.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of students scoring a level 1 or 2 on reading will decrease by 10%.We will see 95% of students taking common formative assessments in each of their core classes, a10 % increase in students passing 8th grade Science end of year test, a 5% increase in students passing civics and a 5% increase in our Alg1 pass rate. This is based on the evidence that improving student Reading skills has a positive effect on other core subjects.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Student ELA/Reading skills will be monitored frequently via formative assessments, common summative assessments as designed by the department with support from DOL, District and State progress monitoring data. The FAST PM3 will be used as the primary measure of yearly growth. Our CERP (Reading Plan) includes the use of Mastery Connect and Savass. All level one students will use weekly formative assessments. Students with level 2-5 Reading scores will take assessment a minimum of 1X per month. The MTSS Team, ESE Team and Admin will review the BPIE to ensure supports are in place for SWD. Teachers will use the data to adjust instruction to meet student need. Similarly formative assessments and progress monitoring of each of the subject areas will be monitored. The Civics EOC, 8th grade Science, Alg1 and grade level math scores will all be used to monitor growth in each of the academic areas.

Person responsible for monitoring outcome:

Lyman Welton (lyman.welton@yourcharlotteschools.net)

Evidence-based Strategy: Describe the evidence-based strategy

Journey's pathway to Reading curriculum, Small group tutoring during school hours. Individual tutoring after hours. PD and Coaching for instructors of Core subjects. Our Math Coach will focus support to teachers of ALG1 and 6th grade math. the District C&I for ELA will assist in the coordination of coaching for ELA teachers.

being implemented for this Area of Focus.

Rationale for Evidence-based

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

The Florida Reading Research Center rates the Passport Reading Journeys as having a "strong effect size". The instructional materials are designed to increase the engagement of the middle school reader. It was this combination that lead Mrs. Verwey, our A.P. for Curriculum, to select this as our Reading Curriculum for level 1 readers. It will be used in all of our Intensive Reading classes. The Savaas "My Perspectives" was selected by the District due it's close tie to the State standards. Further it provides teachers with PD, the materials lend themselves to supporting tutoring opportunities, and the potential availability of in classroom coaching.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Admin will monitor the CERP to ensure it is implemented with fidelity. All level one students will be scheduled into an intensive reading class.

Person Responsible Jamie Verwey (jamie.verwey@yourcharlotteschools.net)

Admin, ESE & MTSS Team will review our BPIE to ensure SWD will be provided with additional instructional supports, and accommodations through ELA classes.

Person Responsible Jamie Verwey (jamie.verwey@yourcharlotteschools.net)

PD provided to Reading teachers for the Journey's pathway to Reading program.

Person Responsible Jamie Verwey (jamie.verwey@yourcharlotteschools.net)

Reading teachers will implement Journey's with fidelity.

Person Responsible Jamie Verwey (jamie.verwey@yourcharlotteschools.net)

Teachers will use formative assessments to monitor student learning

Person Responsible Jamie Verwey (jamie.verwey@yourcharlotteschools.net)

SWD and Black student data from formative assessments, and progress monitoring assessments will be analyzed and used to direct instruction and design Tier 2 interventions as needed.

Person Responsible Jamie Verwey (jamie.verwey@yourcharlotteschools.net)

#2. Positive Culture and Environment specifically relating to Attendance and decreased disciplinary referrals**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

As reported student absenteeism was high during the 2021-22 sy with 11% of the population missing 1/5 of the school year and 39% of the student body missing at least 18 days of school. It is difficult to determine the entirety of the negative impact this had on student learning. In addition 43% of students had at least one disciplinary referral. Each referral results in missed class time for the student and decreases the availability of Administration to provide instructional support. Of particular concern are our TS&I subgroups. Our Students with Disabilities and our Black students are both under performing our other populations.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student absenteeism and disciplinary referrals will each decrease by 10%. Target improved attendance in our undrr performing TS&I subgroups.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Absenteeism will be monitored by the MTSS team, and separately by the school social worker and Data Tech. This data will be reviewed monthly at the MTSS meetings. Discipline data will also be monitored by the MTSS Team, and separately by Mr. Jenkins and the Data Tech. Mr. Welton is responsible for keep the faculty and staff focused on achieving these goals.

Person responsible for monitoring outcome:

Deshon Jenkins (deshon.jenkins@yourcharlotteschools.net)

Evidence-**based****Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The Administration and staff will work together to create clear written behavioral expectations. Posting of the behavioral expectations will be hung in every class room. Admin will review expectations in grade level meetings each semester. PBIS will increase the use of positive reinforcement to support behavioral change. Positive messaging will be posted around campus in high traffic areas. Opportunities for students to participate in positive social experiences that create a positive affinity for the school will increase this includes the use of fan gear, pep rallies, field trips and positive social recognition for good behavior and academic success.

Rationale for Evidence-based Strategy: Explain the

Clear and consistent messaging has been proven to effect behavioral change. Students' positive affinity to their school is correlated with improved attendance and academic growth. The use of positive reinforcement is shown to increase compliance with behavioral expectations. All three interventions are part of PBIS best practices for effecting positive behavioral change.

rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create clear written behavioral expectations. Posting of the behavioral expectations will be hung in every class room. Admin will review expectations in grade level meetings each semester.

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

Admin will present data to staff with a focus on SWD and Black students

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

Monitoring attendance rates for TS&I subcategories (SWD and Black) will be added to MTSS agenda

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

PBIS team along with admin will in enrich positive reinforcement rate and frequency to support behavioral change.

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

Positive messaging will be posted around campus in high traffic areas.

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

Posters for all classrooms will be created and hung

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

PBIS, Admin. SAC and PTO will add field trips and social events to the school calendar.

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

Athletic Department, PBIS and Admin will design, purchase and sale or give away fan gear.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

We serve grades 6-8

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

n?

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Principal communicates Mission and Vision of the school. This was done within the first days of the teachers and staff returning to campus following the summer break. An emphasis is placed on the "why" or the "purpose". The School's 5 core values were presented with examples to each. Murdock Core Values are stated as actions and briefly stated are the following. 1. Demonstrate Compassion 2. Build Trust, 3. Instill Hope, 4. Inspire Learning, 5. Do No Harm. The concept of "Being the the Pearson we hope to see them become" is stressed. In conjunction the administrative team establish and clarify behavioral expectations for all staff. This places a personal accountability for behavior first and foremost on the adults. In conjunction, the administrative team defines the behavioral expectations for students, providing examples, these are tied to a set of consequences aligned with the Student Code of Conduct. Common student expectations are put in writing and printed on posters which are then hung in every classroom. The administrative team conducts class meetings where these are reviewed to ensure students know the expectations. This is repeated in every class period during the first days of school. The Master schedule, and calendar of events are designed with the student in mind and to promote student involvement in the life of the school. Numerous clubs, socials, sporting events, and field trips are offered throughout the year. A clear logo is now established (the Anchor) and is visible across the campus. School colors and sayings are promoted. This year the school is increasing the number of fan gear options to students and adults alike. PBIS is increasing the frequency and rate of positive reinforcement. Student Government is expanding their role providing students with increased opportunity for input. MTSS is increasing the use of the EDIS Early warning Signs to guide interventions. The PE Department and Athletic Director are diversifying in school and after school offerings increasing the number of participants. An individual "Phone Home" initiative to increase the percentage of parents with active Focus accounts is underway.

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

Stakeholders include Students, teachers, support staff, administration, PTO, SAC, parents, family members, district employees, school board members, state and local government officials, local businesses, service organizations and the elementary and high schools in our District. Each stakeholder's perception of Murdock Middle School is influenced by their experience of the staff and student. In turn, that perception, influences the views others have of our school. Each encounter the stakeholder has at our school has an impact on their perception, whether positive or negative. It is our goal to be welcoming, and "other" oriented in our actions and service. It is the Administration's goal to build a positive relationship with all stakeholders believing this provides the greatest opportunity for improving the service Murdock Middle School provides for all our students.