R J Murray Middle School

2022-23 Schoolwide Improvement Plan

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R J Murray Middle School

150 N HOLMES BLVD, St Augustine, FL 32084

http://www-mms.stjohns.k12.fl.us/

Demographics

Principal: Esther Seward

Start Date for this Principal: 7/1/2019

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
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 (53%) 2018-19: B (56%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 St. Johns 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.](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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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	No	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

The RJMMS community will work as One Team to ensure there are No Limits to our students reaching their full potential.

Provide the school's vision statement.

The purpose of R.J. Murray Middle School is to prepare students for high school and post-secondary opportunities. Our school's focus on College Readiness is to create awareness of post-secondary opportunities for all students through our programs of study in the arts and academics. The goals of the MMS College Readiness program are outlined as follows:
-Improve academic preparedness and performance of students at Murray Middle School for post-secondary education.
-Increase high school graduation rates and promote student enrollment in institutions of higher learning.
-Increase awareness and participation among students and parents in programs and activities that support an understanding of post-secondary enrollment requirements, funding options, and opportunities.
-Increase scholarship opportunities for the high school graduates, as supported by collaborations with the local colleges, city and community agencies, and school district.
-Align school-wide instruction at Murray Middle School to college entrance expectations for students in middle grades.
-Align all college readiness initiatives into one school-wide initiative to prepare all students attending Murray Middle for post-secondary instruction and the workforce.

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
Brown, Travis	Principal	Duties typically seen by a principal
Cofield, Chris	Assistant Principal	Duties typically seen by an assistant principal
Seward, Esther	Assistant Principal	Duties typically seen by an assistant principal
Lucien, Hannah	Instructional Coach	Duties typically seen by an ILC
Gibeau, Maggie	Dean	Duties typically seen by a dean
Brailsford, Dawn	Other	Duties typically seen by a testing coordinator
James, Brandon	Dean	Duties typically seen by a dean

Demographic Information

Principal start date

Monday 7/1/2019, Esther Seward

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.*

1

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.*

25

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

703

Identify the number of instructional staff who left the school during the 2021-22 school year.
19

Identify the number of instructional staff who joined the school during the 2022-23 school year.
20

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	229	211	201	0	0	0	0	641
Attendance below 90 percent	0	0	0	0	0	0	19	27	28	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	61	56	53	0	0	0	0	170
Course failure in ELA	0	0	0	0	0	0	15	19	17	0	0	0	0	51
Course failure in Math	0	0	0	0	0	0	15	19	17	0	0	0	0	51
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	28	32	30	0	0	0	0	90
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	49	64	60	0	0	0	0	173
Number of students with a substantial reading deficiency	0	0	0	0	0	0	26	32	30	0	0	0	0	88

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	48	58	63	0	0	0	0	169

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	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	

Date this data was collected or last updated

Friday 9/9/2022

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	225	198	197	0	0	0	0	620
Attendance below 90 percent	0	0	0	0	0	0	54	73	49	0	0	0	0	176
One or more suspensions	0	0	0	0	0	0	43	51	33	0	0	0	0	127
Course failure in ELA	0	0	0	0	0	0	3	9	3	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	47	42	49	0	0	0	0	138
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	48	60	53	0	0	0	161

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	35	20	20	0	0	0	0	75
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	225	198	197	0	0	0	0	620
Attendance below 90 percent	0	0	0	0	0	0	54	73	49	0	0	0	0	176
One or more suspensions	0	0	0	0	0	0	43	51	33	0	0	0	0	127
Course failure in ELA	0	0	0	0	0	0	3	9	3	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	47	42	49	0	0	0	0	138
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	48	60	53	0	0	0	161

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	35	20	20	0	0	0	0	75
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	67%	50%				58%	68%	54%
ELA Learning Gains	43%						53%	59%	54%
ELA Lowest 25th Percentile	34%						42%	48%	47%
Math Achievement	53%	37%	36%				58%	77%	58%
Math Learning Gains	50%						56%	68%	57%
Math Lowest 25th Percentile	52%						49%	60%	51%
Science Achievement	50%	75%	53%				53%	70%	51%
Social Studies Achievement	70%	65%	58%				75%	88%	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	61%	74%	-13%	54%	7%
Cohort Comparison						
07	2022					
	2019	57%	72%	-15%	52%	5%
Cohort Comparison		-61%				
08	2022					
	2019	61%	71%	-10%	56%	5%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	51%	74%	-23%	55%	-4%
Cohort Comparison						
07	2022					
	2019	60%	80%	-20%	54%	6%
Cohort Comparison		-51%				
08	2022					
	2019	43%	78%	-35%	46%	-3%
Cohort Comparison		-60%				

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	54%	72%	-18%	48%	6%
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	75%	90%	-15%	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%	79%	21%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	81%	19%	57%	43%

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	10	28	29	16	38	43	13	34			
ELL	45			30							
BLK	22	32	30	22	35	41	19	50	50		
HSP	61	59	69	68	63	87	57	71	76		
MUL	58	45		71	71		73	90			
WHT	56	45	33	61	53	55	60	76	79		
FRL	30	34	34	36	44	51	31	58	58		
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	11	24	23	14	27	31	14	24			
BLK	25	33	25	22	23	29	18	36	64		
HSP	53	54	36	46	37	21	47	75	67		

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
MUL	69	48		62	42						
WHT	57	48	27	60	47	44	56	70	77		
FRL	32	35	25	33	32	32	35	44	59		
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	16	42	45	19	47	45	13	50			
ASN					70						
BLK	33	42	31	30	42	41	27	54	33		
HSP	55	63	53	52	66	53	33	72			
MUL	48	32		64	57			80			
WHT	66	56	48	67	59	55	65	81	63		
FRL	39	46	40	40	49	46	33	65	34		

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
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	68
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	68
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	58
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	42
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?

We achieved improvement in math across grade levels and metrics. Our ELA achievement decreased overall but increased with our Lowest 25th percentile. Our overall trend showed improvement in achievement across all metrics with the exception of ELA overall achievement and overall learning gains. Our ESSA subgroup achievement also showed gains across all areas yet we still fell below the 41% threshold in multiple areas and will continue to seek improvement in those areas.

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

ELA is our greatest area in need of improvement in addition to our ESSA subgroups (SWD, BLK, and FRL).

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

Teacher retention and recruitment played a major factor. One of our 7th grade teachers resigned during pre-planning. One of our 8th grade teachers resigned in October. We had difficulty filling these vacancies and were left filling the instructional gaps with long-term subs and fill-in staff members.
Our students also continue to suffer from learning gaps that occurred during the Covid pandemic.
Moving forward, we continue to work on our "New Bulldog Cadre" to support new teachers. The PLC process and support from district CAST specialists provide resources and training on an ongoing basis. We also actively seek to recruit quality teachers to join our school when vacancies happen.
We will utilize our "Literacy Leadership Team" to observe classrooms and provide coaching and lesson study opportunities for our current staff.
We now have 3 full-time intensive reading teachers to provide reading instruction in smaller class setting with research-based instructional strategies.

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

Math LG of L25% improved 17%
Social Studies Achievement improved 8%
Math LG improved 10%
Math and Science achievement improved 3%

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

Our math team has remained fully in place over two years. The PLC process allowed them to work as a team to review data from common assessment to identify learning gaps and use best practices to fill those gaps. The team also worked in coordination with district curriculum specialists to analyze date and create effective lessons and strategies for our students

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

The PLC process will continue to be our primary strategy utilized to accelerate learning. Through this process, we will analyze data to identify students for acceleration and remediation. We will utilize tutoring and enrichment to provide additional opportunities for students to accelerate.

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.

Kagan Collaborative Structures
Instructional Rounds to observe best practices
Lesson Studies involving our ILC and district support team
"New Bulldog Cadre" to support our new instructional staff
SEL/PBIS training
Curriculum Mapping/Planning with district curriculum specialists

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

Our "New Bulldog Cadre" will meet regularly to support our new teachers.
"Operation Triple Threat", "GEM", and "Alpha Phi Alpha Splendid Gents" mentoring groups will continue to support our at-risk and ESSA subgroup students.
We have used ESSER funds to purchase and additional ESE teacher to increase our support facilitation in ELA and math classes.
We will use ESSER funds to begin our Academic Lunch and after-school tutoring programs earlier in the school year.
We will use ESSER funds to train our new teachers in Kagan Collaborative Structures

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

:

#1. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	To narrow the achievement between African American and schoolwide scores. The data indicates only 33% of our African American students are proficient in ELA and math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The gap between our subgroups and our school wide average meeting proficiency will simultaneously raise and narrow by 3% as demonstrated by classroom grades and state exams.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Classroom Grades F.A.S.T. Assessments PLC Data
Person responsible for monitoring outcome:	Travis Brown (travis.brown@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Identify students in the subgroup 2. Master schedule will be created to allow for maximum support facilitation in standard ELA and math courses. 3. PD will focus on instructional strategies for struggling students. 4. Mentoring groups and individuals will be brought on campus to support the subgroup 5. PLC Teams will track data and use the data to inform instructional practices
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Hattie's Visible Learning shows that teacher efficacy and effective feedback has a high effect size.

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.

1. Identify students in the subgroup
2. Master schedule will be created to allow for maximum support facilitation in standard ELA and math courses.
3. PD will focus on instructional strategies for struggling students.
4. Mentoring groups and individuals will be brought on campus to support the subgroup
5. PLC Teams will track data and use the data to inform instructional practices

Person Responsible	Travis Brown (travis.brown@stjohns.k12.fl.us)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	To narrow the achievement between students with disabilities and schoolwide scores. The data indicates only 33% of our African American students are proficient in ELA and math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The gap between our subgroups and our school wide average meeting proficiency will simultaneously raise and narrow by 3% as demonstrated by classroom grades and state exams.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Classroom Grades F.A.S.T. Assessments PLC Data
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Identify students in the subgroup 2. Master schedule will be created to allow for maximum support facilitation in ELA and math courses. 3. PD will focus on instructional strategies for students with disabilities 4. PLC Teams will track data and use the data to inform instructional practices
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Hattie's Visible Learning shows that teacher efficacy and effective feedback has a high effect size.

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.

1. Identify students in the subgroup
2. Master schedule will be created to allow for maximum support facilitation in ELA and math courses.
3. PD will focus on instructional strategies for students with disabilities
4. PLC Teams will track data and use the data to inform instructional practices

Person Responsible	Chris Cofield (christopher.cofield@stjohns.k12.fl.us)

#3. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	To narrow the achievement between African American and schoolwide scores. The data indicates only 33% of our African American students are proficient in ELA and math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The gap between our subgroups and our school wide average meeting proficiency will simultaneously raise and narrow by 3% as demonstrated by classroom grades and state exams.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Classroom Grades F.A.S.T. Assessments PLC Data
Person responsible for monitoring outcome:	Esther Seward (esther.seward@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Identify students in the subgroup 2. Master schedule will be created to allow for maximum support facilitation in ELA and math courses. 3. PD will focus on instructional strategies for students with disabilities 4. PLC Teams will track data and use the data to inform instructional practices 5. Utilize district ELL specialist to continue to monitor and assist our ELL students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Hattie's Visible Learning shows that teacher efficacy and effective feedback has a high effect size.

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.

1. Identify students in the subgroup
2. Master schedule will be created to allow for maximum support facilitation in ELA and math courses.
3. PD will focus on instructional strategies for students with disabilities
4. PLC Teams will track data and use the data to inform instructional practices
5. Utilize district ELL specialist to continue to monitor and assist our ELL students.

Person Responsible	Esther Seward (esther.seward@stjohns.k12.fl.us)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	It is important to plan and devote specific time to coaching and training our staff. The best place for this to occur is through classroom observations and timely feedback. This process will allow for greater support and retention of our staff.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Administration and instructional coaches will conduct a minimum of 15 walkthroughs each week, collect data on those walkthroughs, and provide feedback based on the data.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will utilize the "Literacy Walkthrough" observation tool
Person responsible for monitoring outcome:	Travis Brown (travis.brown@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Hattie's research cites effective feedback as having one of the highest effect sizes for achievement and improvement.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Hattie's research cites effective feedback as having one of the highest effect sizes for achievement and improvement.

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.

1. Hold weekly Admin team meetings
2. Review data from weekly walkthroughs
3. Discuss data with teachers and provide coaching and training based on the walkthroughs

Person Responsible   Travis Brown (travis.brown@stjohns.k12.fl.us)

#5. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	We have been working and growing as a PLC school since the summer of 2019. Our master schedule is built around our PLC teams having the necessary time to collaborate as a team with the support of our ESE department.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our PLCs will meet weekly to utilize data to inform future instruction regarding remediation and acceleration.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	PLC OneNote GradeCam F.A.S.T. Assessments Admin Observations
Person responsible for monitoring outcome:	Travis Brown (travis.brown@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Hattie's research cites collective teacher efficacy and collaboration as having a strong effect size.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The PLC Process is the number strategy we utilize as a school to improve student achievement. Our data shows room for growth in terms of student achievement. Collaborating as "One Team" is the process we will utilize to reach our instructional goals.

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.

1. Build Master Schedule to allow for PLC planning
2. Provide PLC training and support
3. Provide quarterly PLC planning days with district curriculum specialists and the ILC
4. Utilize Wednesday PD time for PLC planning and training

Person Responsible	Travis Brown (travis.brown@stjohns.k12.fl.us)

#6. Positive Culture and Environment specifically relating to Schoolwide Behavior	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The behavior of our students contributes to a positive learning environment. Improved student behavior also leads to a decrease in suspensions, which increases time spent learning in classrooms. Finally, student behavior can contribute to teacher retention rates. We will utilize school wide PBIS to continue to improve our school culture and student behavior.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We will track and reward student behavior on a school wide level using Class Dojo.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Class Dojo points Classroom PBIS Schoolwide PBIS events Student discipline data
Person responsible for monitoring outcome:	Esther Seward (esther.seward@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will implement a schoolwide PBIS program using class DOJO and our PBIS Team.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The behavior of our students contributes to a positive learning environment. Improved student behavior also leads to a decrease in suspensions, which increases time spent learning in classrooms. Finally, student behavior can contribute to teacher retention rates. We will utilize school wide PBIS to continue to improve our school culture and student behavior.

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.

1. Create PBIS Team
2. PBIS Team meets regularly to plan and analyze schoolwide data
3. Discipline team meets regularly to plan and analyze schoolwide data
4. Provide professional development to staff regarding SEL, classroom management, and student engagement.

Person Responsible	Esther Seward (esther.seward@stjohns.k12.fl.us)

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.

R.J. Murray should be a place where students feel safe and enjoy attending each day. Classrooms should be a
safe place to challenge their thinking, to take risks, and to make mistakes. Teachers will greet students at the door, develop relationships and model and cultivate growth mindset. Students are encouraged to get involved in athletics, clubs, organizations, to make high school meaningful and fun.
We have a new to Murray teacher lunch paid for by the school, and new teacher meetings monthly.
Parents receive a weekly panther press email from the principal with a magnitude of information to stay informed. We have multiple parent organizations and ways for them to be a part of our decision making process. (PTO, SAC, SJCCA Boosters) We use our SAC survey results to create
goals for the upcoming school year

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

All faculty and staff will promote a positive environment. SAC, PTO, SJCCA Boosters all promote a positive culture and environment at Murray by supporting a multitude of activities on and off campus. We also actively collaborate with the school district and the West Augustine CRA to support our school and students. Finally, mentoring groups like Operation Triple Threat, Alpha Phi Alpha, Rotary, and Hugs provide support to our students and faculty.