

Martin County School District

Murray Middle School



2022-23 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: 7/1/2022

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)	70%
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* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2018-19: B (61%) 2017-18: 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	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 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

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

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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.

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

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
Umbaugh, Jeffrey	Principal	
Orozco, Guillermo	Assistant Principal	Supports the Principal in all initiatives, focusing on Curriculum and Instruction.
DeJames, Tami	Assistant Principal	Supports the Principal in all initiatives, focusing on School Operations and Discipline.
Brown, Keith	School Counselor	
Sequeira, Christine	School Counselor	
Escher, Coli	Reading Coach	

Demographic Information

Principal start date

Friday 7/1/2022, Jeffrey Umbaugh

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.*

2

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.*

32

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

615

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

6

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

6

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	238	187	190	0	0	0	0	615
Attendance below 90 percent	0	0	0	0	0	0	56	51	59	0	0	0	0	166
One or more suspensions	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	75	51	55	0	0	0	0	181
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	84	40	51	0	0	0	0	175
Number of students with a substantial reading deficiency	0	0	0	0	0	0	75	51	55	0	0	0	0	181

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	64	41	45	0	0	0	0	150

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	2	2	1	0	0	0	0	5

Date this data was collected or last updated

Tuesday 9/6/2022

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	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

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	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

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%	53%	50%				51%	62%	54%
ELA Learning Gains	41%						54%	58%	54%
ELA Lowest 25th Percentile	34%						48%	51%	47%
Math Achievement	48%	32%	36%				67%	74%	58%
Math Learning Gains	48%						67%	68%	57%
Math Lowest 25th Percentile	50%						55%	55%	51%
Science Achievement	51%	61%	53%				50%	64%	51%
Social Studies Achievement	82%	59%	58%				94%	87%	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	53%	57%	-4%	54%	-1%
Cohort Comparison						
07	2022					
	2019	47%	53%	-6%	52%	-5%
Cohort Comparison		-53%				
08	2022					
	2019	55%	62%	-7%	56%	-1%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	67%	64%	3%	55%	12%
Cohort Comparison						
07	2022					
	2019	57%	60%	-3%	54%	3%
Cohort Comparison		-67%				
08	2022					
	2019	55%	67%	-12%	46%	9%
Cohort Comparison		-57%				

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	50%	58%	-8%	48%	2%
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	80%	77%	3%	71%	9%
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	98%	75%	23%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	65%	35%	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	14	27	19	25	38	31	33	55	18		
ELL	21	34	38	27	39	47	13	55			
BLK	19	34	33	24	40	56	40	67	23		
HSP	31	36	33	36	39	40	33	68	43		
MUL	62	50		48	53						
WHT	56	44	33	61	55	67	60	90	49		
FRL	32	37	33	40	44	45	37	73	37		
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		

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	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				
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		

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	50
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	59
Total Points Earned for the Federal Index	502
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES

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	37
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	42
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	53
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	57
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	44
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?

Several subgroups in a variety of content areas increased from both pre-pandemic and 2021 to 2022. In ELA achievement, multi-racial increased by 5%, ELLs increased by 2%, and Hispanic increased by 6%. In math learning grades among the lowest 25%, black and white subgroups increased 13% or more. Science achievement among students with disabilities increased by 18% and black students by 21%. Likewise students with disabilities increased by 18% and black students by 23% in middle school acceleration eligibility, while in 2019, there were not enough students participating in these advanced courses to even make up a subgroup in the data tracking.

When looking at growth from 2021 to 2022 FSA and EOC, there are even more areas to acknowledge. Learning gains across all students and also with L25% increased in ELA in nearly all subgroups. Math achievement, learning gains, and learning gains in L25% also increased in almost all subgroups. Science achievement increased in all reported subgroups. Access to middle school acceleration increased for black and Hispanic students. All reported subgroups increased by at least 10% (except white at 4% increase) in civics from 2021 to 2022.

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

ELA achievement did not increase or decrease from 2021 to 2022 (41% proficient), and the learning gains slightly decreased (41% in 2022 compared to 42% in 2021). Though the 2022 and 2021 data do not present comparisons of MMS with the district or state, back in 2019, the last comparative data report showed that MMS was 11% lower than the district and 3% lower than the state in ELA achievement and even with the state and below the district by 4% on learning gains.

Math achievement (45% in 2021 and 48% in 2022) and learning gains (33% in 2021 and 48% in 2022) increased from 2021 to 2022. However, both math achievement and learning gains decreased by 19%, with 67% achievement and learning gains in 2019 and 48% in both in 2022. Compared to pre-pandemic data, there is still work to be done.

Overall Federal Index - For three consecutive years, ELL (37% proficient) and students with disabilities (29%) students have fallen below the 41% proficient threshold, and for two years in a row, black (37%) students have fallen below the 41% threshold.

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

For ELA instruction, last year was the first year of using new teaching materials (Savvas MyPerspectives), and it was the first opportunity to utilize the new B.E.S.T. Standards in ELA. A great deal of professional learning tied to these new roll-outs, and less time was spent with teachers working through the PLC process with fidelity. This year, the PLC process is more of a priority, and the pacing calendar of lessons provides many more opportunities for teachers to provide remediation and enrichment, two key aspects of the PLC process in the classroom.

Math professional learning communities will continue to develop their pedagogy with the first year of implementation of new instructional materials and math standards. District coaches and the math coordinator will work closely with our teachers and administrators to ensure fidelity of curriculum, pacing calendar, and use of new standards.

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

Grade 8 science achievement is the only academic area to outperform its pre-pandemic percent proficient, with 2019 having 50% proficient and 2022 having 51% proficient. Though there is still great improvements that need to be made in all academic areas, science achievement is making up lost ground from the pandemic.

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

Our strongest science teacher and lead of the department took on more periods of grade 8 science last school year. Whereas in the past she has taught 1 section of gifted science, last year, she taught 4 sections of grade 8 science. This increased the number of students who had access to a strong teacher leader. Additionally, this PLC has cohesion and a focus on the PLC planning and implementation process.

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

Outside of the action steps in the "Planning for Improvement" section, we will offer weekly tutoring in all core subjects.

MTSS problem solving team meetings and grade level meetings will support the collaborative efforts of recognizing behavior and academic hurdles for students and choosing and implementing solutions that will help those students be more successful in the classroom.

District coaches will be available to provide support to teachers who need help with new math standards, classroom management, lesson planning, technology, or any other areas of concern to continually improve their craft of educating all learners for success.

All teachers were given lists of students who are closest to proficiency based on their 2022 FSA reading and math data. Special focus will be given to these level 2 students during teacher post-observation conferences and grade level data meetings.

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.

Student behaviors have made teaching/learning more challenging since the start of the pandemic. One way Murray Middle is countering that challenge is through providing the staff training in "CHAMPS" / "STOIC" philosophy and approach. If we can become better at managing routines, rules, and procedures, we will free up additional minutes for instruction - a key component in learning acceleration.

Trainings will be offered throughout the year.

There will be various professional development opportunities throughout the year centered around the collaborative team process that focuses on the four guiding questions: what do you want students to learn?; how will you know if they've learned it?; what will you do if they didn't learn it?; what will you do if they did learn it? There will also be professional development opportunities based on engagement strategies.

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

Behavior management training will be provided to staff volunteers to begin implementing those strategies for classroom management with their students. Improved classroom environments will ensure sustainability of improvement this year and beyond by increasing the conditions for learning.

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 ELA

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

ELA scores in proficiency and growth at MMS have been below the district and state reported data for many years. Though that comparative is not available this year, 43% achievement, 41% learning gains, and 34% among the lowest 25th percentile is lower, by around 10%, than any year since FSA reported data.

With skills acquired in ELA contributing to growth and proficiency in other content areas, this is why ELA proficiency and learning gains are the top priority for MMS in the 2022-23 school year.

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

MMS will have at least 52% of students achieving proficiency by the third 2022-23 F.A.S.T. assessment.

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

The F.A.S.T. assessment windows in August and December will be used to track student data, specifically which benchmarks and strands are in need of the most remediation. Data chats with students, especially those who are not scoring in the proficient (level 3, 4, or 5) range in August in December, will take place with classroom teachers, coaches, and counselors. Teachers will use the PLC process to monitor and reteach missed standards. Administrators will contribute to the PLC process with accountability measures and frequently attending meetings to make sure standards-based instruction and remediating missed standards are being discussed during meetings. Mrs. Escher, the literacy coach, will also attend all meetings and help teachers stay on track with data collection, analysis, and regularly completing the PLC cycle with fidelity.

Person responsible for monitoring outcome:

Guillermo Orozco (orozcog@martinschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

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. With this being the second year to follow these curriculum guides, teachers will be more familiar with the process and more readily able to focus on how to reteach and enrich during days in the calendar set aside for such activities.

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 ELA and reading materials (Savvas MyPerspectives for ELA and Lexia for reading) are being used in the school district for the second year. Both sets of materials structure their lessons in this year; ELA is on a quarterly model of gradual release (focus lessons, guided instruction, productive group work, then independent learning), and Lexia is on a self-paced reverse gradual release.

Since the school district has coaches and a coordinator to support this process, and because we are only in our second year, we have selected this focus to hone in on some of the gaps we discovered in using the model last year, namely, that we now have more opportunities for reteaching skills as formative assessments demonstrate a need for them. This will be emphasized in the ELA PLC process.

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.

The ELA pacing calendar (which functions as accountability for sticking with the gradual release model on a quarterly basis) will be monitored by walkthroughs of ELA classrooms. Administrators, coaches, and district representatives will collect data on fidelity of implementation. Then the coaches or administrators can meet with teachers who are struggling to make sure they are staying on track with their instructional model and incorporating all areas of the model throughout each quarter.

Administrator and coach conferencing with teachers about their comfortability with the B.E.S.T. standards will also enhance the model because they will feel more confident the more familiar they become with the new state teaching/learning expectations.

Person Responsible Jeffrey Umbaugh (umbaughj@martinschools.org)

The Professional Learning Community (PLC) will enhance the gradual release model this school year by giving teachers a chance to collaborate with peers and hold one another accountable to providing students with opportunities to demonstrate what they know in groups and independently.

In addition, the PLC process, when meeting at least twice per week, will set teachers and students up for success for analyzing student data from independent activities and planning for remediation or enrichment when necessary. The PLC participants will use their pacing calendar to plan for those days and use formative data from prior to those dates to plan for instruction.

Person Responsible Guillermo Orozco (orozcog@martinschools.org)

Intensive Reading and Critical Thinking classes will help to close gaps in foundational reading skills and provide strategies for students who are less fluent readers so that they can be optimally successful when given the chance for group and independent work during the gradual release steps in ELA.

ESE and ELL students make up the majority of students who participate in these two types of classes, so the literacy, intervention, and IPS coaches can collaborate with these teachers to help track data, build classroom management, and increase motivation in these extra blocks on reading intervention for the students who also fall within the L25% category.

Placing priority in the classroom environment and pedagogy of these classes will help students who fall in all the ESSA subgroups with lower than 40% because the majority of the class rosters in these classes are in one or more struggling ESSA subgroups.

Person Responsible Coli Escher (escherc@martinschools.org)

#2. Instructional Practice specifically relating to Math

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

Math achievement on the 2022 FSA was 48%, as were learning gains, and the lowest 25th percentile had 50% growth. In 2019, these data were much higher with 67% proficient 67% with learning gains, and 55% of the lowest 25th percentile.

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

Math achievement will increase to 55% proficient on the third F.A.S.T. assessment.

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

Classroom walkthroughs by district and school administrators and coaches will collect data on the effectiveness of using the new math curriculum, the application of the new B.E.S.T. math standards, and the implementation of strategies that best target and improve math skills. Administrators will also be present in math PLCs to help facilitate discussion around the guiding questions and provide support for lesson planning, and data analysis, and problem solving.

Person responsible for monitoring outcome:

Guillermo Orozco (orozcog@martinschools.org)

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

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:
Explain the rationale for

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

selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy. 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

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.

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 bi-weekly meetings will be spent planning formative assessments and analyzing the data collected from them.

Person Responsible Guillermo Orozco (orozcog@martinschools.org)

As schedules permit with needs for Remedial Reading, Math students have an additional period of foundational math skills practice on their schedule if they were in the lowest 25th percentile in the previous FSA data. These students have an additional chance to fill gaps with math concepts and skills, and they have a chance to ask questions and remediate missing skills from their core math class.

The formative assessment data from their core math class works as a roadmap for the foundational math teacher to remediate missing skills for an additional period every day. This practice of using foundational math classes for remediation will predominantly aid students who fall in one or more struggling ESSA subgroups.

Person Responsible Guillermo Orozco (orozcog@martinschools.org)

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 Guillermo Orozco (orozcog@martinschools.org)

#3. Instructional Practice specifically relating to Science

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

Since science proficiency on grade 8 FSA was 50% in 2019 and 51% in 2022, science proficiency is an important focus for MMS.

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

Science proficiency will increase from 51% to 58%.

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

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

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:
Explain the
rationale for
selecting this
specific
strategy.
Describe the**

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.

**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.

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)

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.

Murray Middle School (MMS) builds a positive school culture and environment by building relationships between all stakeholders and by using Positive Behavior Interventions & Support (PBIS) throughout the school year. Positive relationships between student and teacher are essential for a positive school culture. At MMS, we take this to heart and it comes from the top down. The connections made allow for learning to happen and for corrections related to students' ability to follow the expectations of the school and in the classroom. PBIS plays a large role in our positive school culture. Students are expected to "R.O.A.R. like Lions" at MMS following our expectations of Respectful, On task, Achieving, and Responsible. When students follow these expectations they are rewarded with a ROAR card which can be used for a wide variety of incentives. Some incentives provided to the students are Spin to Win (students get a chance to spin a wheel to win various prizes), outdoor lunch (students can eat lunch outside with a friend), and the ROAR store (students can purchase little trinkets and school supplies). Last year we introduced ROAR-A-PALOOZA which was a two-hour event during the school day that rewarded students with no F's and no referrals for a specified amount of time. Students enjoyed a wide variety of snacks, drinks, games, and activities with their friends outside on the athletic fields. We also introduced the "Last Day Lion Challenge"

which was a competition style event for all students on the last day of school. Students chose their teams and were paired with a teacher. Teams had to create a team name, team flag, team celebration, and team outfit. Teams competed in a wide variety of activities throughout the school day while earning points. The top three teams were awarded a trophy for the teacher to keep and prizes for the students to keep. We also awarded a spirit award to the team that embraced our ROAR expectations throughout the day. This was a great way to end the year on a positive note and fun was had by all students and teachers. This year we look to continue these events plus add a few new ones such as "Adopt-A-Paw." Lion paws will be painted on the gym wall and students can purchase a paw to decorate with their friends. These incentives bring a but of entertainment to the school year, leading to the students having a better connection to the school, which encourages positive behavior from our students.

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

The school community is made up of many stakeholders and MMS is no different. Our teachers are essential in promoting a positive school culture and environment by allowing the students a place to thrive and learn. Teachers also challenge students to reach a standard that the student may not feel they can attain. This is important academically but also behaviorally. Teachers focus on the development of the whole student. Students are crucial in the develop of a positive school culture as well because as they follow the e3xpectations of the school they are doing their part to maintain a safe and positive environment where real learning can occur. Parents are an important stakeholder because the relationship between the teacher, student , and parent is essential in the maturation and success of the student. Parents often volunteer their time during the school year which promotes a positive school culture. They often provide food to the teachers on certain occasions or help out during school events sponsored by PBIS. We often partner with outside businesses and local entities which help to provide incentives for the teachers and the students. These partnerships allow our positive school culture to spread throughout the community so everyone knows the great work being accomplished at MMS. It takes a village to provide our students with everything they need to feel accepted and comfortable so they can learn and grow and here at MMS we embrace this ideal.