

# Murray Middle School



2014-15 School Improvement Plan

## Murray Middle School

4400 SE MURRAY ST, Stuart, FL 34997

mms.sbmc.org

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

45%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

34%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	A

### School Board Approval

This plan is pending approval by the Martin County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Murray Middle School is to provide an educational program which will prepare the adolescents of today for the demands of the 21st century. This program will encourage each individual to become a productive, competent, ethical and fulfilled adult. By developing self-confidence, self-esteem and self-discipline, our students will achieve both academically and socially.

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

Murray is a family of successful life-long learners.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

In an effort to provide a meaningful learning environment for all our students, Murray Middle School attempts to create a school climate that is aware of the diversity of our student population. Within this climate, we try to foster a multi-cultural education that is responsive to all our student's needs. We additionally understand the needs to generate a climate for building the necessary teacher and student relationship that forms a connection to learning. Also included in this approach is the philosophy to maintain open lines of communication with our parents to assist us in the education of their children. Another approach to connecting with our students is to assure that all of our teachers are ELL certified and that they use the appropriate strategies to communicate with our students. We have also trained the majority of our faculty to incorporate small group instruction, opposed to the "stand and deliver" model. This allows for more personal dialogue between teacher and students. We feel it is important to recognize our students on a regular basis. We monthly recognize grade level achievements for several students with our "Student of the Month" and "Literacy Leaders" awards. In conjunction with the district's Character Counts program, we regularly recognize the character Counts "Student of the Week" and the "Joe Kordick" award winners. Our current on campus PBIS Program encourages positive behavior which further helps to develop the student and teacher relationships by having teachers award incentives to the students for exhibiting quality behavior. To additionally determine what motivates students, several of our teachers conduct student learning profile surveys. Along with these surveys, we encourage our students to be involved in class decision making on rules and procedures to enhance their ownership in the process.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

One of our strengths at Murray Middle School is the ability to facilitate an environment that promotes a safe atmosphere for our students. We feel it is important to communicate with our parents and students on a regular basis and share our overall vision and focus. Our goal is not just teach students but to create a safe environment to assure that students learn. We feel it is important to develop classroom and campus routines that allow students to feel comfortable and to understand our expectations for improving student achievement. We feel it is essential for students to have ownership in their school. All teachers are encouraged to post their students work within the classroom and in the hallways so students know their work is appreciated. We encourage students to create their own informational posters about specific clubs, sports, upcoming dances, after school tutoring....to foster this ownership. In an effort to be consistent with the



communications of these expectations, we make it clear that certain behaviors are non-negotiable. Students feel safer when they know specific behaviors will not be tolerated. Our student body understands that behaviors like bullying, physical altercations, name calling, improper use of social media and disrespect will not be allowed. Students additionally understand and appreciate that our campus is well supervised in the classroom, hallways and courtyard, as well as during our after school activities. Our guidance counselors work diligently to always be available for student concerns and questions and often facilitate confidential student conflict mediation sessions when necessary. Our Positive behavior Intervention Support Program (PBIS) encourages students to represent the R.O.A.R acronym: Respect, Outstanding citizen, Always trustworthy and Responsible. This program continues to reward positive behavior and recognizes this behavior by providing student incentives. By providing these recognitions with incentives, students feel appreciated and in turn feel better about the educational process.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Murray Middle School in Stuart, Florida has proven that Positive Behavioral Interventions and Supports (PBIS) works! Murray Middle began implementing PBIS in the 2011-2012 school year. The positive impact of PBIS continues to flourish.

Murray Middle provides a clear and consistent system of expected behaviors for the entire school. It recognizes the positive contributions of students in order to facilitate each child in developing the self-discipline to make good choices.

Through the PBIS process Murray Middle focuses on appropriate behaviors, common routines, and uniform language throughout the school. As a result, instructional time is used more effectively for teaching, and the overall school environment is calm, pleasant, and conducive to learning.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Murray Middle School currently has the full-time services of two guidance counselors. They are available to counsel with individual or small groups of students about personal, social, or academic problems. They will also work with parents in this capacity or provide them with information about outside counseling services if desired. They will arrange parent conferences with teachers, and can assist in developing modification programs for students with academic problems if appropriate. Counselors serve each student through a developmental comprehensive school counseling program. They work with large groups in the areas of bully prevention and high school planning. Small groups are then used for students who need a smaller counseling setting and individual counseling for those with individual needs.

**SERVICES PROVIDED**

- Response to Intervention- MTSS
- Crisis Response Team
- Individual Counseling
- Psycho-Educational Assessment
- Behavioral Management/Modification
- Grief Counseling
- Peer Mediation and Conflict Resolution
- Social Skills Training
- Consultation with Staff and Parents

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Attendance below 90 percent, regardless of whether a students absence is excused or a result of out-of-school suspension  
 One or more suspensions, whether in school or out of school  
 Course failure in English Language Arts or mathematics  
 A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	10	12	21	43
One or more suspensions	49	24	33	106
Course failure in ELA or Math	1	0	2	3
Level 1 on statewide assessment	93	67	64	224
	0	0	0	

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	14	10	14	38

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

May have included several or all of the listed below:

- \* Parent Contact ( phone , email, conferences)
- \* MTSS process
- \* PBIS incentives for positive behavior and attendance
- \* Truancy letters mailed to parent
- \* Truancy officer visiting to home
- \* Pull outs for academic interventions
- \* Students placed in Critical Thinking Skill to work on academics in replacement of electives
- \* Paw Power Program for level one readers
- \* Double block ELA classes for all student - Level 1 student double block reading classes with an additional ELA class
- \* Anti bullying and Cyber safe presentation presented through out the year to students
- \* Guidance mediation and counseling
- \* Intensive Math courses
- \*Math Tutoring after school

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

100% of the parents will participate in at least one event at Murray for the year 2014-2015. Areas parents may participate in may include: conferences, fundraisers, parent clubs, volunteering, meetings ( PTA, SAC) open house, parent night, sporting events, concerts, PBIS night etc.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Murray Middle is very fortunate to have partnered with SeaCoast National Bank as our educational partner. They are very accommodating to support our needs and wishes during the academic year. Not only do they sponsor our teacher and non-instructional employee of the month but they have partnered with our math department to promote financial education, providing banking materials to teach budgeting and checking account management. They have partnered with us to promote our Money Maker program where they offer students the first dollar to start a savings account. Students are able to make payments to their savings at school. They provide food for our staff prior to professional development activities and have a bank employee as one of our members of SAC.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Chasse, Stephanie	Teacher, K-12
Milton, Vicki	Assistant Principal
Campbell, Charlene	Instructional Coach
Cottle, Truly	Teacher, K-12
Graff, Lauren	Teacher, K-12
Jerrells, Michele	Teacher, K-12
McAdoo, Tabitha	Guidance Counselor
Morris, Patty	Instructional Coach
Peterson, Douglas	Principal
Sequeira, Christine	Guidance Counselor
Shaffer, David	Teacher, K-12
DeJames, Tami	Assistant Principal
Cross, Beverley	Teacher, K-12

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The function and responsibility of each school based leadership team member is as follow:  
Intervention Problem Solving Coach along with the MTSS team and PBIS team analyzes attendance and behavioral data for both monitoring and initiating referrals as well as recommending appropriate classroom strategies and monitoring the fidelity of the implementation of the strategies.  
The Literacy Coach analyzes academic data for both monitoring and initiating referrals as well as recommending appropriate strategies and monitoring the fidelity of the implementation of the strategies.  
Principal/AP provides the team with profiles and narratives of students' academic and behavior successes and feedback from student and family and also serves as the parent point of contact.  
Guidance Counselors serve as the teacher point of contact to gather data for evaluation purposes and monitoring ongoing interventions. They also serve as the parent liaison to facilitate feedback from student and family.  
The school MTSS uses all of the data to make recommendations for student dismissal or placement.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Implementation of our MTSS and SIP structures involve the use of RtIb data (ODR's, OSB's) and the analysis of district progress monitoring benchmark, FAIR data and state FCAT/ FSA and EOC scores, as well as teacher created assessments to perform a gap analysis using a wide variety of leading and lagging data. Teacher and grade level teams meet regularly to evaluate student success and then initiate MTSS referrals process when needed.  
To monitor the effectiveness of core instruction, resource allocation, teacher support systems, and Tier II and Tier III interventions the following data is used and analyzed bi-monthly by the MTSS team: CICO data, reading, language arts, math, and behavior intervention logs, academic intervention fidelity worksheet, attendance records, teacher narratives, and interval classroom observations.

Murray Middle School coordinates and integrates all federal, state and local programs which impact our school:

- \* Implements researched-based resources funded both publicly and privately- locally, state and federally.
- \* Student academic needs as well as staff development based on Title III programs.
- \* School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
- \*Partnerships are established with such groups as FDLERS
- \* Implementation of parent programs. ie bullying and PBIS
- \* Brochures and referrals for parent and student support from the guidance department, school nurse, cafeteria management and other personnel.
- \* Parent and student information on our CTE Finance Program through brochures, open house, CTE Showcase and various other ways of communication.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Shalini Jakhete	Parent
Beverley Cross	Teacher
Sandy Armstrong	Education Support Employee
Jodie Reams	Parent
Diane Murray	Parent
Mary Ellen Munson	Parent
Amy Ondrovic	Business/Community
Paula Pollis	Parent
Emily Wiseberg	Teacher
Cathy Voekun	Parent
Angela Gordon	Teacher
Douglas Peterson	Principal
Tara Simons	Education Support Employee
William Carroll	Teacher

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Through out the year review of the SIP plan is discussed in monthly SAC meeting. At the beginning of the school year the draft form of the SIP is presented to the SAC members for input and discussion. Further discussion may involved data driven decisions once progress monitoring data is released.All input is of value and is gathered for the next modification of the SIP .

*Development of this school improvement plan*

The purpose of the SAC is to assist in the preparation and the evaluation (developing and evaluating) of the results of the SIP and to assist the principal with budgetary items.

PLC helps to formulate action plans.

The leadership team provide valuable insight to the PLC leaders discussing vital information (data) and focus to help focus on the school goals.

*Preparation of the school's annual budget and plan*

Schools annual budget is allocated from the district based off of FTE.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Some of the past school improvement funds have included: Payment of teachers for after school tutoring for FCAT/FSA preparation funds to support school wide science fair, payment for teacher collaboration for Blended Technology lesson design.

This year's first SAC meeting is not planned until September 12th when the 2014-2015 budget will be discussed.

The projected allocation of funds:

Educational Support/enrichment activities for students \$5,000

\* iReady Program for math tutoring

\* Tutoring salaries

Staff Development/Conferences \$1,000

Educational tools/Awards \$1,000

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Chasse, Stephanie	Teacher, K-12
Cairnes, Deborah	Teacher, K-12
Milton, Vicki	Assistant Principal
Cottle, Truly	Teacher, K-12
Dixon, Shameeka	Teacher, K-12
Fisher, Mark	Teacher, K-12
Forbes, Carol	Teacher, K-12
Gordon, Angela	Teacher, K-12
Gray, Kimberly	Teacher, K-12
Lawson, Patricia	Teacher, K-12
McAdoo, Tabitha	Instructional Coach
Scheid, Jennifer	Teacher, K-12
Voelker, Carol	Teacher, K-12
Wiseberg, Emily	Teacher, K-12
Wright, Valerie	Teacher, ESE
Creber, Susan	Teacher, K-12
Flanagan, Aileen	Teacher, ESE
Peterson, Douglas	Principal
Morris, Patty	Instructional Coach

## Duties

### ***Describe how the LLT promotes literacy within the school***

Our focus this year is to implement the Florida Common Core curriculum (standards based) and to ensure the county frameworks/Guides are implemented across grade level in all subjects. With this in mind, the development of common formative assessments will be developed across all subjects.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Murray Middle school is in the second year of implementing Professional Learning Communities (PLC) with fidelity. Each PLC group, whose commonality is their subject matter, met during Pre-School days and meet formally three days per month. ELA teachers share a common planning where they can collaborate daily. The MTSS team and the PBIS team meet bi-monthly to review student data (EWS) and curriculum strategies. On going collaborative professional development is offered either by the school or by the district on our monthly early release day. The professional development team offers suggestions for professional development and follow up training.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Doug Peterson, Principal, person responsible

\* Determine job opening

- \* Work with the district to post openings
- \* Review application and resume of applicants who are highly qualified. Interview applicants.
- \* Notify district of hiring selection, proceed with district policies
- \* Provide new teachers with a mentor
- \* Offer on-going opportunities for professional growth through professional development

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Senior Murray teachers work with new hires to our school informing and guiding them through school and district policies. They work together within their Professional Learning Community on personal growth and student achievement. Pairing are based on Curriculum and the role of our experienced teachers.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The district, through summer workshops and teachers participation, have developed Frameworks and Guides based on the Florida Common Core Standards in ELA, Math and Science. Each teacher was informed via district produced videos of where they are located on the district website. The Director over Social Studies is meeting with the Social Studies PLC during their first meeting to review standards and help formulate common assessment. During pre-school days, through school led professional development, the discussion of standards, the value of C-Palms and the expectation of the district to follow frameworks was delivered. Action plans written by each PLC group reflects how they are ensuring that their instructional classroom is aligned to the Florida Standards.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The basic focus of our academic teams is to be able to answer the following four questions based on data:

"What do you want the students to learn?" Answered by the Florida Common Core

" How will the teachers know if students have learned it?" Answered by the common formative assessment PLC groups are working on.

"How they will respond if students have not learned it?" Differentiate instruction with a variety of learning strategies

"How they will respond if students have already learned it ?". Increase the rigor and the depth of the learning goal though differentiated instruction and a variety of learning strategies.

##### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy: After School Program**

**Minutes added to school year: 3,240**

Homework Club- Students are allowed to come to homework club where teachers of each curriculum category are available to teach, re-teach and monitor student completing work. Students are also allowed to use computers for research and for educational programs. ( 15% of our students do not have access to the internet at home.)

***Strategy Rationale***

Many students do not have the home support or the parental academic knowledge to assist students with homework assignments or project based learning assignments.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Simplicio, Joan, simpli@martin.k12.fl.us

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Students attendance, grade and promotion rates along with formative assessments ( progress monitoring, FSA, EOY exams, EOC) are used to monitor students progress.

**Strategy: After School Program**

**Minutes added to school year: 5,760**

Tiger Woods Learning Center enables students to study STEM curriculum two days a week after school. Two sessions are held a year and students attend either Monday, Wednesday or Tuesday, Thursday. Students explore STEM activities using the 5 E's.

***Strategy Rationale***

The concept of STEM is provided in a hands on, exciting and challenging curriculum. Students are able to take on long term projects , make hypothesis, test these concepts and form conclusions over a several month program.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Jerrells, Michele, jerrelm@martin.k12.fl.us

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Tiger Woods Learning Center has a progress monitoring tool which the teachers use. The teachers then correlate it with school data and report out to administration. Administration then reports out to staff.

**Strategy: After School Program**

**Minutes added to school year: 2,160**

Students on the bubble have been selected to participate in after school intensive math class. Students will have access to the iReady program during and after school and at home. Though guidelines from the PBIS program, rewards will be given for individual students milestones. 60 students are selected ( 20 at each grade level).

**Strategy Rationale**

Learning gains in the lowest 25% of math students are very slowly increasing. By targeting these students who are on the bubble we hope to increase their math proficiency, elevating to the next FSA level.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Graff, Lauren, [grafl@martin.k12.fl.us](mailto:grafl@martin.k12.fl.us)

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data will be collected and analyzed though the iReady report center. Through the math PLC and MTSS students data will be monitored.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Our guidance department does a tremendous job informing both students and parents of academic choices and tracks. Students take interest surveys and go through the " Choice" process to help guide them to find an academic/ career track as they prepare for their high school career. Student and parents are invited yearly to our academic/ career path workshop which showcases all the academies our county offers students. High school guidance counselors come into our school near the end of the academic year to counsel our 8th grade students to prepare them for their high school career and classes.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Our guidance department does a tremendous job informing both students and parents of academic choices and tracks. Students take interest surveys and go through the " Choice" process to help guide them find an academic/ career track as they prepare for their high school career. Student and parents are invited yearly to our academic/ career path workshop which showcases all the academies our county offers students. High school guidance counselors come into our school near the end of the

academic year to counsel our 8th grade students to prepare them for their high school career and classes.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

At Murray Middle school we focus on the relationship of education as it prepares students for college and /or career-readiness. One example of connecting academic focus to real world connections is through our Algebra Honors program. Professional engineers come into the school twice a year to teach real life lessons as it applies to real world problems. Through our Define STEM web based program students are challenged as they have to apply core subject matters to real world life challenges in math, science and language arts.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

NA

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To improve reading scores by 5% ( from 59% to 64%) the overall percent of students scoring satisfactory or higher.
- G2.** To raise the schools math percent of satisfactory or higher from 53% to 58%
- G3.** To improve our writing scores by 5% ( from 77% to 82%) the overall percent of students scoring satisfactory or higher.
- G4.** Increase the infusion of STEM into all areas of curriculum to have 61% or higher score at satisfactory or higher in the area of science
- G5.** The highest quartile in Math will increase by 5% on the 2015 FSA.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** To improve reading scores by 5% ( from 59% to 64%) the overall percent of students scoring satisfactory or higher. 1a

G036688

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	78.0

**Resources Available to Support the Goal** 2

- The Literacy Coach is available to model lessons and provide resources for instructional staff. Training by the literacy coach will include text complexity, CCSS, Marzano strategies, small group instruction and lesson designs. CCSS flip book are distributed to all teachers. Training on the new FSA assessment will be given as information is provided by the state.

**Targeted Barriers to Achieving the Goal** 3

- Instructional staff needs more support in Cloze reading, text complexity and project based learning.
- Teachers need a deeper understanding and experience with the implementation of the Common Core Standards with fidelity.
- Teachers need more information how the Florida Common Core Standards will be assessed.

**Plan to Monitor Progress Toward G1.** 8

PLC and common planning meetings

**Person Responsible**

Douglas Peterson

**Schedule**

Monthly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Student progress, Classroom Observation, PLC Notes, Professional Development ERO

**G2. To raise the schools math percent of satisfactory or higher from 53% to 58%** 1a

G036689

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	73.0

**Resources Available to Support the Goal** 2

- Form Intensive Math classes. One per grade level: target 50 students total.
- Form after school tutoring groups for students who are level 1 or 2 in math. Target 20 students per grade level.

**Targeted Barriers to Achieving the Goal** 3

- Student and parent commitment.
- Financial support for paying teachers to tutor and the technology needed to assist students.

**Plan to Monitor Progress Toward G2.** 8

Formative and informal assessments scores

**Person Responsible**

Vicki Milton

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Monitor absenteeism and student's grades during core math classes and tutoring. On-going dialog documented between core math teacher and after school instructor discussing formative and informal assessments.

**G3.** To improve our writing scores by 5% ( from 77% to 82%) the overall percent of students scoring satisfactory or higher. 1a

G036690

**Targets Supported** 1b

Indicator	Annual Target
	2.0

**Resources Available to Support the Goal** 2

- Literacy Coach is available to model lessons and facilitate discussions to deepen knowledge of writing across the content area.
- Monthly discussions with in all PLC's focusing on the rigor of writing- to explain focusing on the Florida Common Core requirements.

**Targeted Barriers to Achieving the Goal** 3

- Teachers need support integrating the rigor of the Florida CCSS in writing across the curriculum in all grade levels.

**Plan to Monitor Progress Toward G3.** 8

Walk through, teacher lead discussions

**Person Responsible**

Douglas Peterson

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Student data • PLC minutes reported by P. Morris • Walk through by both individual members sharing out, implementing and reflecting of professional development received throughout the year. • Student grades and attendance rate monitored with data collected by P. Morris and V. Barrett. • District and school administrators with effective feedback provided. • Monthly data review meeting with administration and PLC groups and/ or leaders to discuss trend seen off of common formative assessments.



**G4.** Increase the infusion of STEM into all areas of curriculum to have 61% or higher score at satisfactory or higher in the area of science **1a**

G036691

**Targets Supported** **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	2.0

**Resources Available to Support the Goal** **2**

- Define STEM web based program and Tiger Woods Learning Center after school program.

**Targeted Barriers to Achieving the Goal** **3**

- Fusion of Common Core standards in non science curriculum versus NGSS standards and assessments.

**Plan to Monitor Progress Toward G4.** **8**

Lesson Plans

**Person Responsible**

Michele Jerrells

**Schedule**

Monthly, from 8/13/2014 to 6/2/2015

**Evidence of Completion**

Reflective feed back in lesson plans of what worked and did not work. • Collaboration of data between math, science and technology teachers with documented dialog. • Individual members sharing out, implementing and reflecting of professional development as members attend “Train the Trainer” models. Over seen by Gaynor. • Data collected from bi-annual STEM writing assignments throughout the Language Arts Department • Reading Coach (P. Morris) calendar with which teacher she has worked with on which date. Submitted to D. Peterson quarterly. • Monitor teacher use and student products from the Define STEM website by Barrett or Smplicio. • Monthly data review meeting with administration and PLC groups and/ or leaders to discuss trend seen off of common formative assessments.

**G5. The highest quartile in Math will increase by 5% on the 2015 FSA.** 1a

G036692

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	5.0

**Resources Available to Support the Goal** 2

- Through the math PLC teachers will collectively share best practices to teachers who are teaching the highest quartile. Students in the Pre-Algebra 6th grade class will be using iReady program to fill in curriculum gaps due to accelerated learning.

**Targeted Barriers to Achieving the Goal** 3

- Where reading has a coach, math does not have a math coach.
- Student connecting to real world application.
- New format of assessment due to the FSA.

**Plan to Monitor Progress Toward G5.** 8

Student assessments

**Person Responsible**

Vicki Milton

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Progress monitoring score Score on teacher formative assessment Minutes from PLC meetings based on their action plan

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** To improve reading scores by 5% ( from 59% to 64%) the overall percent of students scoring satisfactory or higher. **1**

 G036688

**G1.B1** Instructional staff needs more support in Cloze reading, text complexity and project based learning. **2**

 B087853

**G1.B1.S1** Literacy coach will provide professional development in Cloze reading, text complexity and projected based learning through out the year. **4**

 S098590

### Strategy Rationale

Students need to be able to be able to address counter claims, pull informational sources from text as it applies to writing and be able to compare and contrast main ideas with in the text and not from their past knowledge.

### Action Step 1 **5**

PLC meeting and Literacy meetings

#### Person Responsible

Patty Morris

#### Schedule

Monthly, from 8/11/2014 to 5/29/2015

#### Evidence of Completion

Student Data, PLC minutes

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Review Data, monitor PLC Action Plan, walk through by administration in classrooms with effective feedback given

**Person Responsible**

Douglas Peterson

**Schedule**

Monthly, from 8/11/2014 to 5/29/2015

***Evidence of Completion***

PLC minutes, Student data, reflective feedback in lesson plans, monitor students grades and attendance

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

PLC meetings, Common Planning

**Person Responsible**

Douglas Peterson


**Schedule**

Monthly, from 8/18/2014 to 6/2/2015

***Evidence of Completion***

Student progress, classroom observation

**G1.B1.S2** Students need to be able to be able to read, decode and produce viable answers with documentation from the text while using technology **4**

 S110225

### **Strategy Rationale**

While students are very familiar with technology at a social level, students need more instruction on using technology at an educational level used for instruction and assessment.

### **Action Step 1 **5****

Teachers will learn more about blended learning and how to implement it in the classroom

#### **Person Responsible**

Susan Creber

#### **Schedule**

Monthly, from 10/1/2014 to 5/29/2015

#### **Evidence of Completion**

Teachers will produce lesson plans where technology is infused into the curriculum to enhance learning

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6****

Lesson plans will be monitored, Walk through in classes by administration will provided effective feedback.

#### **Person Responsible**

Vicki Milton

#### **Schedule**

Monthly, from 10/1/2014 to 5/29/2015

#### **Evidence of Completion**

Lesson plans, Professional Development handout or evidence on the "G" drive. Artifacts gathered by PLC groups. Minutes and agendas.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Lesson Plans to be monitored, School grades and testing results analyzed in PLC meetings, discussed and directed to focus instruction

**Person Responsible**

Vicki Milton


**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Lesson plans, PLC artifacts, minutes and agendas

**G1.B2** Teachers need a deeper understanding and experience with the implementation of the Common Core Standards with fidelity. 2

 B087854

**G1.B2.S1** Discuss Common Core lessons, ELA Framework and Guideline and work on lesson designs with reflective feed back afterwards. 4

 S098591

**Strategy Rationale**

This summer new ELA Framework and Guideline were developed/designed to correlate with the Florida Common Core.

**Action Step 1 5**

Review CCSS, ELA Frameworks and Guidelines as a PLC. Discuss to gain further understanding. Plan instruction lessons and reflect on results

**Person Responsible**

Patty Morris

**Schedule**

On 5/29/2015

**Evidence of Completion**

Lesson Plans

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Lesson Plans

**Person Responsible**

Vicki Milton

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans and feedback

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

PLC and common planning meetings

**Person Responsible**

Vicki Milton

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Student progress, Classroom Observation

**G1.B3** Teachers need more information how the Florida Common Core Standards will be assessed. 2

B098874

**G1.B3.S1** Provide professional development on the formation and implementation of the FSA. 4

S110234

**Strategy Rationale**

At this time basic information has been released about the test. As information is released from the state all stakeholders must be notified.

**Action Step 1** 5

As information is release from the state, professional development will be planned and implemented

**Person Responsible**

Vicki Milton

**Schedule**

Quarterly, from 8/11/2014 to 2/27/2015

**Evidence of Completion**

Computer logs of teachers taking students in the lab to practice, PLC artifacts, PLC agendas and notes. Links on school web site

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Computer logs of teachers taking students in the lab to practice, PLC artifacts, PLC agendas and notes. Links on school web site

**Person Responsible**

Vicki Milton

**Schedule**

Quarterly, from 8/11/2014 to 2/27/2015

**Evidence of Completion**

Computer logs of teachers taking students in the lab to practice, PLC artifacts, PLC agendas and notes. Links on school web site



**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

PLC notes. Professional Development on FSA, ERO sign in sheets

**Person Responsible**

Vicki Milton

**Schedule**

Quarterly, from 8/13/2014 to 4/30/2015

**Evidence of Completion**

Actual testing on FSA and successful student data showing the comprehension of the Florida Standards

**G2. To raise the schools math percent of satisfactory or higher from 53% to 58% 1**

 G036689

**G2.B1 Student and parent commitment. 2**

 B087855

**G2.B1.S1 Parent contact and education of why their student should be placed in intensive math or the after school math program 4**

 S098592

**Strategy Rationale**

Student selected are below grade level in their math knowledge. Many parents can not assist students with help in mathematical concepts.

**Action Step 1 5**

Selection of students

**Person Responsible**

Vicki Milton

**Schedule**

On 9/19/2014

**Evidence of Completion**

Student list, contracts signed and or schedules changed.

**Action Step 2** 5

Selection of curriculum

**Person Responsible**

Vicki Milton

**Schedule**

On 9/19/2014

***Evidence of Completion***

Purchase of site license of the iReady math program for after school. PLC discussions of the curriculum for classes held during school. Professional development in September from both iReady company and GO Math publishers.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Classroom Walk through observing the implementation of the new textbook or iReady program including technology. Effective feedback and dialog between administrators and teacher.

**Person Responsible**

Douglas Peterson

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

observation notes. Lesson plans.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Monitor absenteeism, math scores between Intensive Math class and core class and behavior of students.

**Person Responsible**

Lauren Graff

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

MTSS and EWS notes from agendas and minutes, PLC dialog and notes of data and discussion of student progress and attendance.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Formative and informal assessments scores.

**Person Responsible**

Vicki Milton


**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Monitor absenteeism and student's grade during core math classes and tutoring. On-going dialog documented between core math teacher and after school instructor discussing formative and informal assessments.

**G2.B1.S2** Parents and students sign contracts showing commitment to the program and their dedication to increase mathematical ability 4

 S098593

**Strategy Rationale**

**Action Step 1 5**

Students will be given living situations, job and a checking account. Students will have to live on a budget as to the rules of the game of "Life"

**Person Responsible**

Lauren Graff

**Schedule**

Quarterly, from 1/12/2015 to 4/30/2015

**Evidence of Completion**

Student produced work

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Monitor student assignments

**Person Responsible**

Lauren Graff

**Schedule**

Monthly, from 3/2/2015 to 5/29/2015

***Evidence of Completion***

Successfully maintaining a balanced budget

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Student Progress

**Person Responsible**

Vicki Milton

**Schedule**

Monthly, from 3/2/2015 to 5/29/2015

***Evidence of Completion***

Successful budgets

**G2.B2** Financial support for paying teachers to tutor and the technology needed to assist students. 2

B099056

**G2.B2.S1** Ask the District, SAC and PTSA to help fund the math program after school. 4

S110868

**Strategy Rationale**

Math scores , not only school wide, but district wide is struggling at the lower quartile.

**Action Step 1** 5

Approach the various organizations for funding for the tutors and the iReady program

**Person Responsible**

Lauren Graff

**Schedule**

On 9/15/2014

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Over see the following:

Formative and informal assessments scores. iReady reports

Monitor absenteeism and student's grade during core math classes and tutoring.

On-going dialog documented between core math teacher and after school instructor.

**Person Responsible**

Lauren Graff

**Schedule**

Monthly, from 10/1/2014 to 4/30/2015

**Evidence of Completion**

Formative and informal assessments scores. iReady reports Monitor absenteeism and student's grade during core math classes and tutoring. On-going dialog documented between core math teacher and after school instructor.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

FSA Test

**Person Responsible**

Vicki Milton

**Schedule**

On 4/30/2015


**Evidence of Completion**

FSA Scores

**G3.** To improve our writing scores by 5% ( from 77% to 82%) the overall percent of students scoring satisfactory or higher. 1

 G036690

**G3.B1** Teachers need support integrating the rigor of the Florida CCSS in writing across the curriculum in all grade levels. 2

 B087856

**G3.B1.S1** Monthly discussions with in all PLC's focusing on the rigor of the writing to explain focusing on the Common Core requirements. 4

 S098594

**Strategy Rationale**

Monthly discussions with in all PLC's focusing on the rigor of writing- to explain focusing on the Florida Common Core requirements.

**Action Step 1 5**

Writing in the content area

**Person Responsible**

Patty Morris

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Student progress, Lesson Plans Parallel Writes practice test PLC agendas and notes

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

PLC Meeting, Common Planning

**Person Responsible**

Patty Morris

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Student Data • PLC minutes reported by P. Morris • Walk through by both district and school administrators with effective feedback provided. • Individual members sharing out, implementing and reflecting of professional development received throughout the year. • Student grades monitored by ELA teachers.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

PLC Meeting, Common Planning

**Person Responsible**

Douglas Peterson

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Student Data • PLC minutes reported by P. Morris • Walk through by both individual members sharing out, implementing and reflecting of professional development received throughout the year. • Student grades and attendance rate monitored with data collected by P. Morris and V. Barrett. • District and school administrators with effective feedback provided. • Monthly data review meeting with administration and PLC groups and/ or leaders to discuss trend seen off of common formative assessments.

**G3.B1.S2** Literacy Coach modeling for all teachers best writing strategies. 4

S098595

**Strategy Rationale**

Reading and writing is incorporated in all curriculum and will be assessed at each grade level through multiple subject areas.

**Action Step 1** 5

Writing in the content area- all grade using FSA format

**Person Responsible**

Patty Morris

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Student progress, Lesson Plans Parallel Writes

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Reflect after modeled lessons, implement and discuss with literacy coach

**Person Responsible**

Patty Morris

**Schedule**

On 5/29/2015

**Evidence of Completion**

Student data



**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

Student portfolios

**Person Responsible**

Patty Morris

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015


**Evidence of Completion**

Student data

**G4.** Increase the infusion of STEM into all areas of curriculum to have 61% or higher score at satisfactory or higher in the area of science 1

 G036691

**G4.B1** Fusion of Common Core standards in non science curriculum versus NGSS standards and assessments. 2

 B087857

**G4.B1.S1** Through grants purchase tablets which can be used as portable computer labs for science classes only. Use of the Tiger Woods Lab to host computer labs during the day. 4

 S098596

**Strategy Rationale**

While students are still studying the NGSSS in science they are able to use technology and blended learning to assist in other content area with the Florida Common Core, On the reciprocal side other content areas are also focusing on STEM curriculum project based learning.

**Action Step 1 5**

Train teachers on how to use this technology and Blended curriculum

**Person Responsible**

Susan Creber

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

ERO sign in sheets

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Define STEM program and other computer based programs

**Person Responsible**

Vicki Milton

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Reports produced by Define STEM and other computer based programs.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Look at student produced work.

**Person Responsible**

Michele Jerrells

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Student data, Define STEM reports. • Collaboration of data between math, science and technology teachers with documented dialog. • Individual members sharing out, implementing and reflecting of professional development as members attend “Train the Trainer” models. Over seen by Gaynor. • Data collected from bi-annual STEM writing assignments throughout the Language Arts Department • Reading Coach (P. Morris) calendar with which teacher she has worked with on which date. Submitted to D. Peterson quarterly. • Monitor teacher use and student products from the Define STEM website by Barrett or Simplicio. • Monthly data review meeting with administration and PLC groups and/or leaders to discuss trend seen off of common formative assessments.

**G5.** The highest quartile in Math will increase by 5% on the 2015 FSA. 1

G036692

**G5.B1** Where reading has a coach, math does not have a math coach. 2

B087858

**G5.B1.S1** Invite our district coordinator of math to our PLC groups at least once a month to discuss best practices and mathematical practices 4

S098597

### Strategy Rationale

Keep teachers updated on new information from the state.

### Action Step 1 5

To discuss math practices

#### Person Responsible

Lauren Graff

#### Schedule

Monthly, from 9/1/2014 to 5/29/2015

#### Evidence of Completion

ERO sign in and minutes

### Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Assessment data, PLC agendas and notes.

#### Person Responsible

Douglas Peterson

#### Schedule

Monthly, from 9/1/2014 to 5/29/2015

#### Evidence of Completion

Student data results. • Formative and informal assessments scores. • Monitor absenteeism and student's grade during core math classes and tutoring. • On-going dialog documented between core math teacher and after school instructor. • Reports from iReady reports produced by teachers. Information provided to the parent of how their student is doing meeting the standards in preparation for on level test in curriculum off grade level.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7**

Student work

**Person Responsible**

Douglas Peterson


**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Student assessment results ( class, observational, norm testing, project based learning).

**G5.B1.S2** As a PLC reassess the bi-weekly formative assessments ( big 25) into more real world problems. 4

 S098598

**Strategy Rationale**

Common assessments need to be formulated with the ability to use the new GO Math online assistance.

**Action Step 1 5**

Develop more meaningful assessments

**Person Responsible**

Lauren Graff

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Data chats, student improvement of subject matter.

**Plan to Monitor Fidelity of Implementation of G5.B1.S2** 6

Math assessments

**Person Responsible**

Lauren Graff

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Accurate data collected

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** 7

Math assessments

**Person Responsible**

Vicki Milton

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Performance monitoring data

**G5.B2 Student connecting to real world application. 2**

B087859

**G5.B2.S1 Preparing students for high school, college and the work force is the focus of education. 4**

S110547

**Strategy Rationale**

Taking students from not only understanding the process of how to get the correct answer to why it is the correct answer and how many ways can that be accomplished.

**Action Step 1 5**

Share and learn in professional development from staff member who attended specific training over the summer 2014- Digital Learning, Blended Curriculum.

**Person Responsible**

Susan Creber

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

lesson plans PLC agendas and note classroom walk through with feedback from administrators

**Plan to Monitor Fidelity of Implementation of G5.B2.S1 6**

PLC minutes.

Agendas of Professional Development showing conversations of Digital Learning and Blended Learning.

Walk through by both district and school administrators with effective feedback provided.

Logs of teachers who have carts and the correlation of lessons to use.

**Person Responsible**

Susan Creber

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

PLC minutes. Agendas of Professional Development showing conversations of Digital Learning and Blended Learning. Walk through by both district and school administrators with effective feedback provided. Logs of teachers who have carts and the correlation of lessons to use. Formative and informal assessments scores. Monitor absenteeism and student's grade during core math classes and tutoring.

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Walk through  
Lesson Plans

**Person Responsible**

Douglas Peterson


**Schedule**

Monthly, from 9/1/2014 to 5/29/2015


**Evidence of Completion**

Student work Attendance record Lesson plans

**G5.B3** New format of assessment due to the FSA. 2

 B099233

**G5.B3.S1** With the concept of math practices changing so is the assessment. 4

 S110583

**Strategy Rationale**

Not only must students be able to demonstrate mastery to solve a mathematical problem but they must be able to show the process and the rational of how that problem could be solved.

**Action Step 1** 5

Infusion of blended learning with technology.  
Teaching students how to explain the why process in math.

**Person Responsible**

Vicki Milton

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

PLC minutes. Agendas of Professional Development showing conversations of Digital Learning and Blended Learning. Walk through by both district and school administrators with effective feedback provided.

**Plan to Monitor Fidelity of Implementation of G5.B3.S1 6**

PLC minutes.

Agendas of Professional Development showing conversations of Digital Learning and Blended Learning.

Walk through by both district and school administrators with effective feedback provided.

**Person Responsible**

Vicki Milton

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

PLC minutes. Agendas of Professional Development showing conversations of Digital Learning and Blended Learning. Walk through by both district and school administrators with effective feedback provided.

**Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7**

Monitor student assessments

monitor practice style FSA assessments

**Person Responsible**

Douglas Peterson

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

PLC minutes. Walk through by both district and school administrators with effective feedback provided. Individual members sharing out, implementing and reflecting of professional development received throughout the year. Student data: • Formative and informal assessments scores. • Monitor absenteeism and student's grade during core math classes and tutoring. • On-going dialog documented between core math teacher and after school instructor. • Reports from iReady reports produced by teachers. Information provided to the parent of how their student is doing meeting the standards in preparation for on level test in curriculum off grade level.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*



**Martin - 0081 - Murray Middle School - 2014-15 SIP**  
Murray Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	PLC meeting and Literacy meetings	Morris, Patty	8/11/2014	Student Data, PLC minutes	5/29/2015 monthly
G1.B2.S1.A1	Review CCSS, ELA Frameworks and Guidelines as a PLC. Discuss to gain further understanding. Plan instruction lessons and reflect on results	Morris, Patty	8/28/2014	Lesson Plans	5/29/2015 one-time
G2.B1.S1.A1	Selection of students	Milton, Vicki	8/11/2014	Student list, contracts signed and or schedules changed.	9/19/2014 one-time
G2.B1.S2.A1	Students will be given living situations, job and a checking account. Students will have to live on a budget as to the rules of the game of "Life"	Graff, Lauren	1/12/2015	Student produced work	4/30/2015 quarterly
G3.B1.S1.A1	Writing in the content area	Morris, Patty	9/1/2014	Student progress, Lesson Plans Parallel Writes practice test PLC agendas and notes	5/29/2015 monthly
G3.B1.S2.A1	Writing in the content area- all grade using FSA format	Morris, Patty	9/1/2014	Student progress, Lesson Plans Parallel Writes	5/29/2015 monthly
G4.B1.S1.A1	Train teachers on how to use this technology and Blended curriculum	Creber, Susan	9/1/2014	ERO sign in sheets	5/29/2015 monthly
G5.B1.S1.A1	To discuss math practices	Graff, Lauren	9/1/2014	ERO sign in and minutes	5/29/2015 monthly
G5.B1.S2.A1	Develop more meaningful assessments	Graff, Lauren	9/1/2014	Data chats, student improvement of subject matter.	5/29/2015 monthly
G1.B1.S2.A1	Teachers will learn more about blended learning and how to implement it in the classroom	Creber, Susan	10/1/2014	Teachers will produce lesson plans where technology is infused into the curriculum to enhance learning	5/29/2015 monthly
G1.B3.S1.A1	As information is release from the state, professional development will be planned and implemented	Milton, Vicki	8/11/2014	Computer logs of teachers taking students in the lab to practice, PLC artifacts, PLC agendas and notes. Links on school web site	2/27/2015 quarterly
G5.B2.S1.A1	Share and learn in professional development from staff member who attended specific training over the summer 2014- Digital Learning, Blended Curriculum.	Creber, Susan	9/1/2014	lesson plans PLC agendas and note classroom walk through with feedback from administrators	5/29/2015 monthly
G5.B3.S1.A1	Infusion of blended learning with technology. Teaching students how to explain the why process in math.	Milton, Vicki	9/1/2014	PLC minutes. Agendas of Professional Development showing conversations of Digital Learning and Blended Learning. Walk through by both district and school administrators with effective feedback provided.	5/29/2015 monthly
G2.B2.S1.A1	Approach the various organizations for funding for the tutors and the iReady program	Graff, Lauren	8/11/2014		9/15/2014 one-time
G2.B1.S1.A2	Selection of curriculum	Milton, Vicki	8/11/2014	Purchase of site license of the iReady math program for after school. PLC discussions of the curriculum for classes held during school. Professional development in September from both iReady company and GO Math publishers.	9/19/2014 one-time
G1.MA1	PLC and common planning meetings	Peterson, Douglas	8/18/2014	Student progress, Classroom Observation, PLC Notes, Professional Development ERO	6/2/2015 monthly
G1.B1.S1.MA1	PLC meetings, Common Planning	Peterson, Douglas	8/18/2014	Student progress, classroom observation	6/2/2015 monthly
G1.B1.S1.MA1	Review Data, monitor PLC Action Plan, walk through by administration in classrooms with effective feedback given	Peterson, Douglas	8/11/2014	PLC minutes, Student data, reflective feedback in lesson plans, monitor students grades and attendance	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	PLC and common planning meetings	Milton, Vicki	9/1/2014	Student progress, Classroom Observation	5/29/2015 monthly
G1.B2.S1.MA1	Lesson Plans	Milton, Vicki	9/1/2014	Lesson plans and feedback	5/29/2015 monthly
G1.B3.S1.MA1	PLC notes. Professional Development on FSA, ERO sign in sheets	Milton, Vicki	8/13/2014	Actual testing on FSA and successful student data showing the comprehension of the Florida Standards	4/30/2015 quarterly
G1.B3.S1.MA1	Computer logs of teachers taking students in the lab to practice, PLC artifacts, PLC agendas and notes. Links on school web site	Milton, Vicki	8/11/2014	Computer logs of teachers taking students in the lab to practice, PLC artifacts, PLC agendas and notes. Links on school web site	2/27/2015 quarterly
G1.B1.S2.MA1	Lesson Plans to be monitored, School grades and testing results analyzed in PLC meetings, discussed and directed to focus instruction	Milton, Vicki	8/18/2014	Lesson plans, PLC artifacts, minutes and agendas	5/29/2015 monthly
G1.B1.S2.MA1	Lesson plans will be monitored, Walk through in classes by administration will provided effective feedback.	Milton, Vicki	10/1/2014	Lesson plans, Professional Development handout or evidence on the "G" drive. Artifacts gathered by PLC groups. Minutes and agendas.	5/29/2015 monthly
G2.MA1	Formative and informal assessments scores	Milton, Vicki	9/1/2014	Monitor absenteeism and student's grades during core math classes and tutoring. On-going dialog documented between core math teacher and after school instructor discussing formative and informal assessments.	5/29/2015 monthly
G2.B1.S1.MA1	Formative and informal assessments scores.	Milton, Vicki	9/1/2014	Monitor absenteeism and student's grade during core math classes and tutoring. On-going dialog documented between core math teacher and after school instructor discussing formative and informal assessments.	5/29/2015 monthly
G2.B1.S1.MA1	Classroom Walk through observing the implementation of the new textbook or iReady program including technology. Effective feedback and dialog between administrators and teacher.	Peterson, Douglas	9/1/2014	lobservation notes. Lesson plans.	5/29/2015 monthly
G2.B1.S1.MA3	Monitor absenteeism, math scores between Intensive Math class and core class and behavior of students.	Graff, Lauren	9/1/2014	MTSS and EWS notes from agendas and minutes, PLC dialog and notes of data and discussion of student progress and attendance.	5/29/2015 monthly
G2.B2.S1.MA1	FSA Test	Milton, Vicki	3/1/2015	FSA Scores	4/30/2015 one-time
G2.B2.S1.MA1	Over see the following: Formative and informal assessments scores. iReady reports Monitor absenteeism and student's grade during core math classes and tutoring. On-going dialog documented between core math teacher and after school instructor.	Graff, Lauren	10/1/2014	Formative and informal assessments scores. iReady reports Monitor absenteeism and student's grade during core math classes and tutoring. On-going dialog documented between core math teacher and after school instructor.	4/30/2015 monthly
G2.B1.S2.MA1	Student Progress	Milton, Vicki	3/2/2015	Successful budgets	5/29/2015 monthly
G2.B1.S2.MA1	Monitor student assignments	Graff, Lauren	3/2/2015	Successfully maintaining a balanced budget	5/29/2015 monthly
G3.MA1	Walk through, teacher lead discussions	Peterson, Douglas	9/1/2014	Student data • PLC minutes reported by P. Morris • Walk through by both individual members sharing out, implementing and reflecting of professional development received throughout the year. • Student grades and attendance rate monitored with data collected by P. Morris and V. Barrett. • District and school	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				administrators with effective feedback provided. • Monthly data review meeting with administration and PLC groups and/ or leaders to discuss trend seen off of common formative assessments.	
G3.B1.S1.MA1	PLC Meeting, Common Planning	Peterson, Douglas	8/18/2014	Student Data • PLC minutes reported by P. Morris • Walk through by both individual members sharing out, implementing and reflecting of professional development received throughout the year. • Student grades and attendance rate monitored with data collected by P. Morris and V. Barrett. • District and school administrators with effective feedback provided. • Monthly data review meeting with administration and PLC groups and/ or leaders to discuss trend seen off of common formative assessments.	5/29/2015 monthly
G3.B1.S1.MA1	PLC Meeting, Common Planning	Morris, Patty	9/1/2014	Student Data • PLC minutes reported by P. Morris • Walk through by both district and school administrators with effective feedback provided. • Individual members sharing out, implementing and reflecting of professional development received throughout the year. • Student grades monitored by ELA teachers.	5/29/2015 monthly
G3.B1.S2.MA1	Student portfolios	Morris, Patty	9/1/2014	Student data	5/29/2015 monthly
G3.B1.S2.MA1	Reflect after modeled lessons, implement and discuss with literacy coach	Morris, Patty	8/28/2014	Student data	5/29/2015 one-time
G4.MA1	Lesson Plans	Jerrells, Michele	8/13/2014	Reflective feed back in lesson plans of what worked and did not work. • Collaboration of data between math, science and technology teachers with documented dialog. • Individual members sharing out, implementing and reflecting of professional development as members attend "Train the Trainer" models. Over seen by Gaynor. • Data collected from bi-annual STEM writing assignments throughout the Language Arts Department • Reading Coach (P. Morris) calendar with which teacher she has worked with on which date. Submitted to D. Peterson quarterly. • Monitor teacher use and student products from the Define STEM website by Barrett or Simplicio. • Monthly data review meeting with administration and PLC groups and/ or leaders to discuss trend seen off of common formative assessments.	6/2/2015 monthly
G4.B1.S1.MA1	Look at student produced work.	Jerrells, Michele	9/1/2014	Student data, Define STEM reports. • Collaboration of data between math, science and technology teachers with documented dialog. • Individual members sharing out, implementing and reflecting of professional development as members attend "Train the Trainer" models. Over seen by Gaynor. • Data collected from bi-annual STEM writing assignments throughout the Language Arts Department • Reading Coach (P.	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Morris) calendar with which teacher she has worked with on which date. Submitted to D. Peterson quarterly. • Monitor teacher use and student products from the Define STEM website by Barrett or Simplicio. • Monthly data review meeting with administration and PLC groups and/ or leaders to discuss trend seen off of common formative assessments.	
G4.B1.S1.MA1	Define STEM program and other computer based programs	Milton, Vicki	9/1/2014	Reports produced by Define STEM and other computer based programs.	5/29/2015 monthly
G5.MA1	Student assessments	Milton, Vicki	9/1/2014	Progress monitoring score Score on teacher formative assessment Minutes from PLC meetings based on their action plan	5/29/2015 monthly
G5.B1.S1.MA1	Student work	Peterson, Douglas	9/1/2014	Student assessment results ( class, observational, norm testing, project based learning).	5/29/2015 monthly
G5.B1.S1.MA1	Assessment data, PLC agendas and notes.	Peterson, Douglas	9/1/2014	Student data results. • Formative and informal assessments scores. • Monitor absenteeism and student's grade during core math classes and tutoring. • On-going dialog documented between core math teacher and after school instructor. • Reports from iReady reports produced by teachers. Information provided to the parent of how their student is doing meeting the standards in preparation for on level test in curriculum off grade level.	5/29/2015 monthly
G5.B2.S1.MA1	Walk through Lesson Plans	Peterson, Douglas	9/1/2014	Student work Attendance record Lesson plans	5/29/2015 monthly
G5.B2.S1.MA1	PLC minutes. Agendas of Professional Development showing conversations of Digital Learning and Blended Learning. Walk through by both district and school administrators with effective feedback provided. Logs of teachers who have carts and the correlation of lessons to use.	Creber, Susan	9/1/2014	PLC minutes. Agendas of Professional Development showing conversations of Digital Learning and Blended Learning. Walk through by both district and school administrators with effective feedback provided. Logs of teachers who have carts and the correlation of lessons to use. Formative and informal assessments scores. Monitor absenteeism and student's grade during core math classes and tutoring.	5/29/2015 monthly
G5.B3.S1.MA1	Monitor student assessments monitor practice style FSA assessments	Peterson, Douglas	9/1/2014	PLC minutes. Walk through by both district and school administrators with effective feedback provided. Individual members sharing out, implementing and reflecting of professional development received throughout the year. Student data: • Formative and informal assessments scores. • Monitor absenteeism and student's grade during core math classes and tutoring. • On-going dialog documented between core math teacher and after school instructor. • Reports from iReady reports produced by teachers. Information provided to the parent of how their student is doing meeting the standards in preparation for on level test in curriculum off grade level.	5/29/2015 monthly
G5.B3.S1.MA1	PLC minutes. Agendas of Professional Development showing conversations of	Milton, Vicki	9/1/2014	PLC minutes. Agendas of Professional Development showing conversations of	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Digital Learning and Blended Learning. Walk through by both district and school administrators with effective feedback provided.			Digital Learning and Blended Learning. Walk through by both district and school administrators with effective feedback provided.	
G5.B1.S2.MA1	Math assessments	Milton, Vicki	9/1/2014	Performance monitoring data	5/29/2015 monthly
G5.B1.S2.MA1	Math assessments	Graff, Lauren	9/1/2014	Accurate data collected	5/29/2015 monthly

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** To improve reading scores by 5% ( from 59% to 64%) the overall percent of students scoring satisfactory or higher.

**G1.B1** Instructional staff needs more support in Cloze reading, text complexity and project based learning.

**G1.B1.S1** Literacy coach will provide professional development in Cloze reading, text complexity and project based learning through out the year.

### PD Opportunity 1

PLC meeting and Literacy meetings

#### Facilitator

Literacy Coach, District Leaders, Administration

#### Participants

Staff

#### Schedule

Monthly, from 8/11/2014 to 5/29/2015

**G1.B1.S2** Students need to be able to be able to read, decode and produce viable answers with documentation from the text while using technology

### PD Opportunity 1

Teachers will learn more about blended learning and how to implement it in the classroom

#### Facilitator

Susan Creber, Joan Simplicio, Vicki Barrett

#### Participants

Staff

#### Schedule

Monthly, from 10/1/2014 to 5/29/2015

**G1.B2** Teachers need a deeper understanding and experience with the implementation of the Common Core Standards with fidelity.

**G1.B2.S1** Discuss Common Core lessons, ELA Framework and Guideline and work on lesson designs with reflective feed back afterwards.

**PD Opportunity 1**

Review CCSS, ELA Frameworks and Guidelines as a PLC. Discuss to gain further understanding. Plan instruction lessons and reflect on results

**Facilitator**

Reading Coach, District Administration, School site Administration

**Participants**

Staff

**Schedule**

On 5/29/2015

**G1.B3** Teachers need more information how the Florida Common Core Standards will be assessed.

**G1.B3.S1** Provide professional development on the formation and implementation of the FSA.

**PD Opportunity 1**

As information is release from the state, professional development will be planned and implemented

**Facilitator**

Vicki Barrett, Patty Morris

**Participants**

Staff, Students, Parents

**Schedule**

Quarterly, from 8/11/2014 to 2/27/2015

**G2.** To raise the schools math percent of satisfactory or higher from 53% to 58%

**G2.B1** Student and parent commitment.

**G2.B1.S1** Parent contact and education of why their student should be placed in intensive math or the after school math program

**PD Opportunity 1**

Selection of students

**Facilitator**

Douglas Peterson, Vicki Barrett, Lauren Graff

**Participants**

Select students, parents and math teachers

**Schedule**

On 9/19/2014

**PD Opportunity 2**

Selection of curriculum

**Facilitator**

Douglas Peterson, Steve Layson, Vicki Barrett, Lauren Graff

**Participants**

Math teachers and teachers who will be substitute teachers for both programs

**Schedule**

On 9/19/2014



**G2.B2** Financial support for paying teachers to tutor and the technology needed to assist students.

**G2.B2.S1** Ask the District, SAC and PTSA to help fund the math program after school.

**PD Opportunity 1**

Approach the various organizations for funding for the tutors and the iReady program

**Facilitator**

iReady Coordinator

**Participants**

Select teachers

**Schedule**

On 9/15/2014

**G3.** To improve our writing scores by 5% ( from 77% to 82%) the overall percent of students scoring satisfactory or higher.

**G3.B1** Teachers need support integrating the rigor of the Florida CCSS in writing across the curriculum in all grade levels.

**G3.B1.S1** Monthly discussions with in all PLC's focusing on the rigor of the writing to explain focusing on the Common Core requirements.

**PD Opportunity 1**

Writing in the content area

**Facilitator**

Literacy Coach, Select Teachers

**Participants**

Staff

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**G4.** Increase the infusion of STEM into all areas of curriculum to have 61% or higher score at satisfactory or higher in the area of science

**G4.B1** Fusion of Common Core standards in non science curriculum versus NGSS standards and assessments.

**G4.B1.S1** Through grants purchase tablets which can be used as portable computer labs for science classes only. Use of the Tiger Woods Lab to host computer labs during the day.

**PD Opportunity 1**

Train teachers on how to use this technology and Blended curriculum

**Facilitator**

Media Specialist, Susan Creber, District personal

**Participants**

Murray Middle School staff

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**G5.** The highest quartile in Math will increase by 5% on the 2015 FSA.

**G5.B1** Where reading has a coach, math does not have a math coach.

**G5.B1.S1** Invite our district coordinator of math to our PLC groups at least once a month to discuss best practices and mathematical practices

**PD Opportunity 1**

To discuss math practices

**Facilitator**

Vicki Barrett

**Participants**

Math PLC members

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**G5.B1.S2** As a PLC reassess the bi-weekly formative assessments ( big 25) into more real world problems.

**PD Opportunity 1**

Develop more meaningful assessments

**Facilitator**

Lauren Graff

**Participants**

Math teachers

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**G5.B2** Student connecting to real world application.

**G5.B2.S1** Preparing students for high school, college and the work force is the focus of education.

**PD Opportunity 1**

Share and learn in professional development from staff member who attended specific training over the summer 2014- Digital Learning, Blended Curriculum.

**Facilitator**

District personel, school based administration, math leads

**Participants**

Math teachers

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**G5.B3** New format of assessment due to the FSA.

**G5.B3.S1** With the concept of math practices changing so is the assessment.

**PD Opportunity 1**

Infusion of blended learning with technology. Teaching students how to explain the why process in math.

**Facilitator**

District Personnel, School site administrators, teacher leads

**Participants**

Math teachers

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> To improve reading scores by 5% ( from 59% to 64%) the overall percent of students scoring satisfactory or higher.	0
<b>Goal 2:</b> To raise the schools math percent of satisfactory or higher from 53% to 58%	2,300
<b>Goal 3:</b> To improve our writing scores by 5% ( from 77% to 82%) the overall percent of students scoring satisfactory or higher.	1,500
<b>Goal 4:</b> Increase the infusion of STEM into all areas of curriculum to have 61% or higher score at satisfactory or higher in the area of science	9,000
<b>Goal 5:</b> The highest quartile in Math will increase by 5% on the 2015 FSA.	0
<b>Grand Total</b>	<b>12,800</b>

### Goal 1: To improve reading scores by 5% ( from 59% to 64%) the overall percent of students scoring satisfactory or higher.

Description	Source	Total
B1.S1.A1		0
B1.S2.A1 - none needed		0
B2.S1.A1 - None needed		0
B3.S1.A1 - None needed		0
<b>Total Goal 1</b>		<b>0</b>

### Goal 2: To raise the schools math percent of satisfactory or higher from 53% to 58%

Description	Source	Total
B1.S1.A1 - Snack for after school. various funding sources.		500
B1.S1.A2 - District and SAC will fund the iReady program for 60 students after school.	Other	1,800
B2.S1.A1 - Already accounted for		0
<b>Total Goal 2</b>		<b>2,300</b>

### Goal 3: To improve our writing scores by 5% ( from 77% to 82%) the overall percent of students scoring satisfactory or higher.

Description	Source	Total
B1.S1.A1 - None needed		0
B1.S2.A1 - Defined Stem program	Other	1,500
<b>Total Goal 3</b>		<b>1,500</b>

### Goal 4: Increase the infusion of STEM into all areas of curriculum to have 61% or higher score at satisfactory or higher in the area of science

Description	Source	Total
B1.S1.A1 - Education Foundation Grant	Other	9,000
<b>Total Goal 4</b>		<b>9,000</b>

**Goal 5: The highest quartile in Math will increase by 5% on the 2015 FSA.**

Description	Source	Total
B1.S1.A1 - None needed		0
B1.S2.A1 - None needed		0
B2.S1.A1 - Already in budget		0
B3.S1.A1 - Already in budget		0
<b>Total Goal 5</b>		<b>0</b>