

Murdock Middle School



2014-15 School Improvement Plan

Murdock Middle School

17325 MARINER WAY, Port Charlotte, FL 33948

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

71%

Alternative/ESE Center

No

Charter School

No

Minority

31%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

C

B

A

School Board Approval

This plan is pending approval by the Charlotte 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	0

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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide a safe, orderly, and caring learning environment where students are inspired to achieve, in all aspect of their lives.

Provide the school's vision statement

Our vision is that all Mariners are "Riding the Wave to Student Success" by being:

- Respectful
- Responsible
- Ready to Learn

School Environment

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

The Leadership Team, consisting of the Principal, Assistant Principals, Guidance Counselors, School Social Worker, School Psychologist, ESE Liaison, and our School's Resource Officer, meet twice a week to gather data and student information on:

- Student Attendance/Discipline trends
- Student Demographics and Free/Reduced lunch
- Annual Climate Surveys

Based on the above data sources, members of the Leadership Team meet with students individually to address attendance, academic, and behavioral needs.

Students were polled at the beginning of the year as to what types of interest and academic clubs they would like to be involved in. Interested staff members have become sponsors for the following clubs/activities:

- Loom Club
- Drama
- Yearbook
- National Junior Honors Society
- Math Counts
- Book Club
- Leadership Club
- Academic Integrity Club
- Girls on the Run
- Intramurals and Interscholastic Sports (Boy's and Girl's Basketball, Girl's Volleyball, Boy's and Girl's Wrestling, Boy's and Girl's Track & Field)

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

Bully/Climate Survey - Conducted through Bully Training done by School Resource Officer (SRO). Interscholastic Sports

Intramurals/Interest Clubs provide students an after school opportunity to meet with other staff and students, which builds teamwork and a positive school culture.

After-School Dances provides students with opportunities to engage in positive social interactions with fellow students and staff.

PBIS (Positive Behavior Intervention System)-Rewarding students for good behavior. Various activities include: drawings for rewards with campus-wide recognition through announcements, quarterly reward incentive parties, and various positive behavior incentive opportunities throughout the year.

Grade-level classroom pods throughout the campus provides students with a sense of continuity and consistent place to meet on a daily basis

Open House before the school year begins allows students opportunity prior to the start of school to meet with teachers, obtain class schedule, and tour the campus with their families.

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

The school has established a "Step Process" in place where students may be refocused in the following manner:

- Teacher Verbal Warning to the student
- Teacher call to the child's parent.
- Guidance Counselors talk with the students
- Parent-Teacher-Student Conference with Guidance Counselors
- Temporary removal from the problem-area classroom (i.e. Detention, In-School Suspension, Out-of-School Suspension)

This Step Plan system has been developed with a clear and specific behavioral expectations.

Teachers are expected to update and communicate with parents and students of consistent behaviors which are necessary so that all students can learn. Ongoing discussion occur with PPC in regards to the implementation and specifics of the Step Plan.

On November Professional Development Day, Marzano Instructional Strategies will be presented by the Leadership Team outlining specific elements which build positive student relationships, promote a caring learning environment for all students, and provide an academic focus.

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

Through teacher and parent feedback to our school's social worker and guidance counselors, the leadership team meets (RTI-Response to Intervention protocol) to identify and then discuss areas of concern and possible strategies which may include:

- Student(s) meeting with guidance counselor(s) or social worker on a weekly basis
- implementation of the "Check and Connect" program where school staff members mentor students
- Student documentation, teacher-parent-student conferences
- Monthly District Guidance Counselor and ESE Liason Meetings which focus on addressing the social and emotional needs of students.
- Food Pantry Friday - distribution of food to needy families run through Social Worker.
- Shoe/Clothing Distribution
- Business partnerships with donations for holiday assistance for our most needy students.
- Administration attended Bully Training with goal of bringing training back to campus for all students and staff members.

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

School Social Worker meets twice a week with the leadership team to discuss students and attendance/discipline information. Students with:

1)Excessive absences:

-School period-by-period attendance that results in daily automated attendance calls home to parents whose students are absent.

-telephone calls are made home to parents by the social worker, followed by a 5 and 10 day absence letters.

-Check and Connect - mentor program targeting ESE students. Students are assigned mentor who will check in and monitor attendance, grades, and discipline weekly.

2)One or more suspensions:

-Assistant Principals initiate telephone calls, establish parent/student/administrative conferences, suspension letters.

-Check and Connect - mentor program targeting ESE students. Students are assigned mentor who will check in and monitor attendance, grades, and discipline weekly.

3)Course failure in English Language Arts or Mathematics:

-Grade level computer labs where all students check their academic accounts and check academic progress daily/weekly

-Focus system where parent receives academic accounts to check on their child's academic grades/progress.

-Progress reports every four weeks to all parents/students along with quarterly report card grades.

-Check and Connect - mentor program targeting ESE students. Students are assigned mentor who will check in and monitor attendance, grades, and discipline weekly.

-Teacher phone calls to parents whose child has a 'D' or 'F' in any of their classes.

4)Level 1 students in statewide/standardized assessments in English Language Arts or Math

-Progress monitoring checks through data checkpoints (assessments three times a year). Data is provided to teachers to be used and discussed with students along with differentiated instruction in areas of students' needs.

-Intensive Math and Intensive Reading for all students

-Check and Connect - mentor program targeting ESE students. Students are assigned mentor who will check in and monitor attendance, grades, and discipline weekly.

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	24	19	12	55
One or more suspensions	34	34	26	94
Course failure in ELA or Math	114	84	89	287
Level 1 on statewide assessment	109	71	78	258

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	86	67	64	217

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

- Attendance/Behavioral Contracts with student incentives built in (i.e. school rewards, food/gift cards, movie tickets, discount tickets in to school dances/socials/athletic events).
- ***Academic Incentives by showing improvement in progress monitoring checks throughout the year (examples: I-Ready Assessments and report card grades).
- Academics would include peer mentoring from the National Junior Honor Society at the school site along with high school students meeting with students in classrooms to read and work with our struggling learners.
- Check and Connect - mentor program targeting ESE students. Students are assigned mentor who will check in and monitor attendance, grades, and discipline weekly.

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

The school uses a multi-facet approach to reach out to our families. Opportunities are provided by the school to forge a partnership with our parents through effective communication tool. It includes the following:

- Minimum of two automated telephone calls a month to announce activities, deadlines, and school information.
 - The school's web page is updated weekly with key dates for academic/athletic/student social events as well dates for our Parent Teacher Organization and School Advisory Meeting dates.
 - The school utilizes a Twitter Handle where important announcements/information is updated on a daily basis.
 - Teachers are encourage to use the Edline program to provide an opportunity for parents and students to have access to their class schedule, academic assignments, and updates. Link to all teacher web pages can be found on the school's web page.
 - Parents and students are encouraged to access the FOCUS Parent Portal daily which provides live updates on grades, attendance, discipline, etc.
- Guidance Counselors will conduct a Parent Skills Night in November of 2014. Topics to be discussed include parenting skills, understanding of teen/adolescent issues, communication with teachers, etc.
- School Connect Automated calls to parents to inform them of school-related news and information.

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

The school's PTO (Parent Teacher Organization) has been charged with soliciting and expanding relationships with local community members. Local business were approached regarding any assistance which they would be willing to offer students in forms of incentive programs.

- Back to School Night (October 7th): Community Members attend and work collaboratively with teachers during a school day.
- VFW representation who attends all social studies classes and present "civic and patriotic responsibilities " for our community and our country.

- Students from Port Charlotte High School (Direct Feeder School) come weekly to assist in Computer classrooms.

Some businesses include: Wings and Rings, RaceTrac, Panera, Kiwanis "Shoes for Kids," Papa John's, and Slack Orthodontics

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
Revelas, Demetrius	Principal
McIntosh, Daniel	Assistant Principal
Raney, Michael	Assistant Principal

Duties

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

Demetrius Revelas (Principal) - Serves as the overall instructional leader of the entire school. Responsibilities include overseeing the curriculum delivery, student assessments/academic, attendance, and discipline data, Student Success Plan, budgetary/finances, and approval and implementation of academic programs, classroom observations/teacher evaluation. He serves as the PPC (Performing Partnership Council) co-chair with a group of teachers who work collaboratively with the Student Success Plan and other academic and school-related objectives at the school site. His role is also to oversee the functions, duties, and assignments of his assistant principals and guidance counselors.

Daniel McIntosh (Assistant Principal)- Serves as the primary person scheduling assessments and facilitating the state-wide assessment testing scheduling on campus. Also conducts classroom walkthroughs, observations, and evaluations of teachers and support staff. This person also serves as our business partnership liaison, and administers and regulates discipline as needed to our 8th grade and part of our 7th grade students.

Richar Planer serves as the 6th Grade Assistant Principal and oversees the implementation of the Step Discipline Plan as well as supervises the clubs, activities, and the emergency crisis plans at the school site. He also conducts classroom walkthroughs to ensure that instruction is taking place in the classroom and he also works collaboratively with our SSPC (School Support Partnership Council). Furthermore, he oversees the Parent Teacher Organization (PTO), the facility needs at the school site, and the curriculum textbook inventory for our staff and students.

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

Daniel McIntosh (AP) oversees the computer hardware/software by collaboratively working with the school's technology committee to ensure that the proper funds and resources are equitably disseminated to various computer lab teachers/students. He oversees the testing/assessment scheduling that requires Computer Instructional Assessments (CIA) throughout the campus and

ensures that data meetings are scheduled for our ELA/Math teachers after each required progress monitoring assessment. Provides periodic updates to school site PPC.

Richard Planer (AP) supervises our professional development activities either on or off our school site. He establishes an electronic log of the school and district-wide inservice activities and monitors the needs of the staff and required professional development activities. Mr. Planer also oversees monthly Parent Teacher Organization (PTO) and Support Staff PPC (SPPC) meetings

Demetrius Revelas (Principal) oversees the two above assistant principals as a "check/balance" method and provides support or feedback when it is needed. He oversees all funding sources, reviews student assessment data and shares with his assistant principals, program planners, and the collaborative partnership group. He present monthly at School Advisory Committee academic, discipline, and attendance trends that are developing at the school site. Oversees Department Meeting PLC which occur three times per month and focus around implementation of standards based instruction.

In addition, the school principal meets monthly with Program Planners to discuss, review, and update progress regarding curriculum standards. Furthermore, discussions revolve around technology components for assessments/testing and feedback from Program Planners discussing diagnostic data results (I-Ready). This process allows a snapshot of academic progress of all students and focuses in on areas of need.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lori Krause	Parent
Demetrius Revelas	Principal
Jon Embury	Parent
LuAnn Michaud	Parent
Rola Jarrah	Parent
Annmarie McNamara	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

The 2013-14 School Improvement Plan will be evaluated in the following manner:

- 1) Last year's state-wide assessment results (FCAT) was presented by the Principal at the September SAC Meeting.
- 2) In October, the Principal and Assistant Principal will present last year's plan to SAC and ask for feedback and input. Following that discussion, will be the presentation of this year's School Improvement Plan.

Development of this school improvement plan

-School Data from the 2013-14 school year will be used as the baseline data and compared to the current 2014-15 school year. Data includes student attendance and discipline as well as academic data from our statewide assessment from the previous year. Initially, the administrative team composed of the the Principal and Assistant Principal provided basic school-wide information. It will be rolled out in the following manner:

- 1) In September, it will be shared to our PPC (Performing Partnership Council) group made up of teachers in each subject content area.
-They will be asked for input suggestions and ideas on how the plan can be written, developed, and monitored throughout the year. Each representative will take the "working document" back to their respective departments to share and ask for input.
- 2) Information gathered by the departments will be placed in this document for further review and discussions.
- 3) Information will then be presented at the October 6th School Advisory Council for suggestions, comments and feedback for ideas to be added or monitored in this plan.
- 4) School-Wide Diagnostic #1 (I-Ready) student data will be provided at the October SAC/PPC meetings and shared for feedback, suggestions or additional programs/interventions where needed.
*Additional Diagnostic results will continue to be presented throughout the year during our SAC/PPC meetings.

Preparation of the school's annual budget and plan

Charlotte County Public School District is not a site-based budgeting district.

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

Charlotte County Public School is not a site-based budgeting district. School Improvement funds had not been allocated.

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

No

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

The following steps have been or will be used in an attempt to be in compliance with the establishment of a balanced school advisory council that is reflective to the overall composition of the school (Example: Demographics/Economic status of our school):

- 1) Monthly automated calls to our parents inviting them to attend and become members at our monthly SAC meetings.
- 2) Announcements and invitations will be sent out via the school's web page and twitter handle.
- 3) Assistance by current SAC members to set up a registration table at our school-wide events (i.e. interscholastic events, plays, award assemblies, etc.....)

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Revelas, Demetrius	Principal
McNamara, Anne Marie	Teacher, K-12
Helinski, Gary	Instructional Media
Foley, Dawn	Teacher, K-12
Fiuza, Melissa	Teacher, K-12
Stefanik, Cara	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

- Establishes a mid-year "Book Fair" that is open for all students, staff, and parents.
- Media Specialist invites all classrooms to the media center for research-based projects and reading for leisure.
- Opening up a morning reading lab for students to work on I-Ready "Reading Instructional Lessons."

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

The school has monthly program planner meetings with the principal to discuss the process and progress of implementing the Florida Standards within the classrooms. Further discussions throughout the year will revolve around the needs, implementation, process, and monitoring of the Standards Based Instructional Model.

Department meetings are held weekly. Discussions will center around FSA Standards, CMaps, Marzano strategies, and best-practices.

During the first week of school, professional development activity that resulted in our language arts/reading teachers/math-computer teachers to understand and implement the IReady assessment tool to gauge students' areas of strengths and weaknesses.

Throughout various times in the school year, "Data Days" will be established for teachers within each of the following departments (ELA/Reading and Math) will meet at the end of each school-wide progress monitoring sessions for students to analyze their own student data and discuss with their colleagues what interventions or differentiated instruction can be used. This will also provide an opportunity for teachers to discuss "best instructional" practices that have resulted in student learning growth.

-Language Arts/Social Studies/Technology interdisciplinary projects for the district's writing competitions (Daughters' of American Revolution - DAR, and Patriot's Pen).

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

For all openings prior to and during the 2014 - 2015 school year, appropriate certification, experience, and endorsements were and will continue to be criteria for selecting candidates for positions. Goal is to have 100% of teachers classified as Highly Qualified in their field as well as appropriate ESOL and Reading Endorsements by the end of the 2014-15 school year.

This can be done with on-going discussions by the principal and current staff members who are not currently highly qualified or endorsed in areas in which they are teaching in. Professional Development opportunities will be announced and provided for teachers with the expectation that teachers will fulfill their requirement and attend those instructional opportunities.

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

All newly hired teachers to Charlotte County Schools are required to complete the NET (New Educator Training) program. Each NET program participant is assigned a current CCPS employee to serve as their mentor through the program. Each participant is required to submit a portfolio in which the participant is required to provide demonstration of the Florida Educator Accomplished Practices.

2014 - 2015 NET Mentees and Mentors

Jen Buonaiuto - Sharon Gibbs

Melissa Fiuza - Barb Vida

Tamara Conlee-Carmaro - Sherri Cornish

Jon Hock - Leah Morrello

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

Department meetings are held weekly. Discussions will center largely around FSA Standards. Teachers will begin to implement CMAPS, which were created for our teachers' classes by Charlotte County Public School (CCPS) teachers who are knowledgeable in that content area. CMAPS take all of the FSA Standards and map out the curriculum throughout the school year. These CMAPS will be the "blueprint" teachers will be asked to use for their instructional design. This process would be monitored and discussed with the principal, assistant principal as well as the district curriculum and instructional specialists.

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

Through the school's I-Ready Diagnostic program, teachers review the data and then proceed in the following manner:

- Personalized instructional programs
- Student profile reports that are printed for all students, teachers review data with students, and the reports are sent home for parent review and signatures.
- Issue technology to those teachers who have ELL students.
- Credit Recovery program offered to students during and after the school day.
- Use of Kagan strategies in some classes
- student group pairing based on ability/needs
- Peer mentoring from high school students.
- Collaboration with the high school's National Honor Society students to tutor middle students.
- Morning computer lab for I-Ready and FastForward programs.

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: 1,320

Through the use of the computer program, "Edgenuity" and beginning with 8th grade students first, those who have failed a core academic class for the semester, are required to take the on-line credit course. Each semester course will require a minimum of 35-40 hours of "seat time to go through lessons, take quizzes, and exit exams with a passing grade

Strategy Rationale

It is proven that if students are able to understand and recognize the foundational elements and concepts of the subject material, that it will increase the likelihood that their achievement and understanding at the next grade level in that course-content area will improve.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Revelas, Demetrius, demetrius.revelas@yourcharlotteschools.net

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

Edgenuity will provide reports on course progress along with updates on quiz, test, and exam grades.

Strategy: Before School Program

Minutes added to school year: 4,050

I-Ready/FastForward programs

Strategy Rationale

Through the use of additional enrichment time, students will be given opportunities in areas of need.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Revelas, Demetrius, demetrius.revelas@yourcharlotteschools.net

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

Collection of on-going student data and compare to midyear and end-of -year diagnostic data..

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

- Murdock Middle School begins with "Riser Meeting" in April of the previous year for all 5th grade students who are planning on attending the middle school the following year.
 - Students and parents of those elementary students are invited to attend an orientation/ presentation by the staff and students at our middle school. The Leadership Team/teachers outlines academic and social expectations at the middle school level.
 - In addition, middle school student leaders present their viewpoints and outlook on clubs/activities and expectations from student perspective. Parents and students are allowed to take an informal tour of the campus and meet/greet with members of the Murdock Middle School Staff.
 - In August, during preschool week, Murdock Middle once again presents now an Open House event; whereby, student and parents attend to pick up their classroom schedules.
 - Schedules are built/design for students based on their curricular/social performances and needs (i.e. test scores)
 - Students have an opportunity sign up for school-related activities and parent groups, tour the campus and visit with their assigned teachers for the school year.
 - Prior the opening of a new school year, our ESE Liaison meets with elementary personnel along with parents and students to review the Individual Educational Plans (IEP's) to provide support for those incoming students to the middle school.
 - In the first month of the school year, our guidance counselors meet with all 504 students and their parents/teachers to ensure that accommodations are being made for the students.
- In preparation for our 8th grade middle school students' transition to the high school level:
- January of the students' 8th grade year: Presentation by high school officials to parents/students on expectations at the high school level.

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

Murdock Middle School has been designated as Technology Academy. All 7th Grade students are enrolled into this Academy which provides students opportunities to earn industry certifications in a Microsoft Bundle. 8th Grade students are also all enrolled into a computer class which allows students continued time to complete certifications. There are two high school courses offered at the 8th grade level providing students an opportunity to earn High School credit while still working towards their Microsoft Certifications.

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

Within the Technology Academy, the computer teachers are constantly seeking input from other departments for which students can utilize technology within the guidelines of their curriculum. As an example, students work on both History Fair and Science Fair research, papers, tables/graphs, keyboarding skills, and presentation materials with the time frames of their Technology Class.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Raise percentage of students who are on level in Math as based on i-Ready Diagnostic #1 to i-Ready Diagnostic #3 to: * 6th Grade - 26% to 40% * 7th Grade - 24% to 40% * 8th Grade - 23% to 40%
- G2.** Raise percentage of students who are on grade level in Reading as based on i-Ready Diagnostic #1 to i-Ready Diagnostic #3 to: * 6th Grade - 37% to 60% * 7th Grade - 37% to 60% * 8th Grade - 42% to 67%
- G3.** To improve professional practice of teachers and the academic achievement of their students, through strengthening teacher's implementation of the Marzano strategies and a deeper understanding of the FSA standards.

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. Raise percentage of students who are on level in Math as based on i-Ready Diagnostic #1 to i-Ready Diagnostic #3 to: * 6th Grade - 26% to 40% * 7th Grade - 24% to 40% * 8th Grade - 23% to 40% **1a**

 G044560

Targets Supported **1b**

Indicator	Annual Target
Math Gains	40.0

Resources Available to Support the Goal **2**

- Data Days for ALL Math Teachers
- i-Ready Instructional piece
- I-Ready Teacher Tool kit

Targeted Barriers to Achieving the Goal **3**

- Knowledge of New Standards

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

Will conduct and analyze Diagnostic data from I-Ready at the beginning of the school year and review and compare data in mid and end-of year diagnostic tests.

Person Responsible

Demetrius Revelas

Schedule

Quarterly, from 9/2/2014 to 6/5/2015

Evidence of Completion

I-Ready data reports will be analyzed by school, teacher, and student.

G2. Raise percentage of students who are on grade level in Reading as based on i-Ready Diagnostic #1 to i-Ready Diagnostic #3 to: * 6th Grade - 37% to 60% * 7th Grade - 37% to 60% * 8th Grade - 42% to 67%

1a

 G044558
Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0

Resources Available to Support the Goal 2

- Data Days for ALL ELA/Reading Teachers
- i-Ready Instructional Resources available to all students
- Fast Forward program

Targeted Barriers to Achieving the Goal 3

- Knowledge of new Standards for teachers as well as the students.

Plan to Monitor Progress Toward G2. 8

Will conduct and analyze Diagnostic data from I-Ready at the beginning of the school year and review and compare data in mid and end-of year diagnostic tests.

Person Responsible

Demetrius Revelas

Schedule

Quarterly, from 9/30/2014 to 6/5/2015

Evidence of Completion

I-Ready data will be analyzed by school, teacher, and student.

G3. To improve professional practice of teachers and the academic achievement of their students, through strengthening teacher's implementation of the Marzano strategies and a deeper understanding of the FSA standards. **1a**

 G044594

Targets Supported **1b**

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal **2**

- PD360 web based program
- CPALMS website

Targeted Barriers to Achieving the Goal **3**

- Beginning to no knowledge of CPALMS/CMAPS

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

Scoring on Domain #1 will be collected and compared as a school

Person Responsible

Demetrius Revelas

Schedule

Daily, from 9/12/2014 to 6/5/2015

Evidence of Completion

Data from PD360 of Formal Observations and overall scoring of Domain #1 will be used for monitoring of this goal

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

G2. Raise percentage of students who are on grade level in Reading as based on i-Ready Diagnostic #1 to i-Ready Diagnostic #3 to: * 6th Grade - 37% to 60% * 7th Grade - 37% to 60% * 8th Grade - 42% to 67% **1**

 **G044558**

G2.B1 Knowledge of new Standards for teachers as well as the students. **2**

 **B109570**

G2.B1.S1 Weekly PLC meetings through Departments centered around unpacking, understanding, and implementing new FSA standards. This will also include analyzing data. **4**

 **S121089**

Strategy Rationale

Complete knowledge of new standards will be key for teachers as we move toward the new State Assessment. Data opportunities for teachers will create an understanding of how to analyze and differentiate instruction in areas of need.

Action Step 1 **5**

Department Head meetings, held monthly, will center around the full implementation of the new FSA standards

Person Responsible

Demetrius Revelas

Schedule

Monthly, from 8/4/2014 to 6/5/2015

Evidence of Completion

i-Ready Diagnostics #2 & #3 scores will be analyzed to address areas of need

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

Continual self assessments will be done through department meetings to gauge the progress of the new standards implementation

Person Responsible

Demetrius Revelas

Schedule

Quarterly, from 8/4/2014 to 6/5/2015

Evidence of Completion

Self-Assessments from each Department will be gathered and discussed at Program Planner Meetings

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

i-Ready data will be compared from Diagnostic #1 to Diagnostic #2 and Diagnostic #3

Person Responsible

Daniel McIntosh

Schedule

Quarterly, from 9/30/2014 to 6/5/2015

Evidence of Completion

i-Ready Diagnostics #2 & #3 scores will be analyzed to address areas of need

G3. To improve professional practice of teachers and the academic achievement of their students, through strengthening teacher's implementation of the Marzano strategies and a deeper understanding of the FSA standards. 1

 G044594

G3.B1 Beginning to no knowledge of CPALMS/CMAPS 2

 B109683

G3.B1.S1 CMAPs will be finished and utilized for all courses through CPALMS website. 4

 S121207

Strategy Rationale

CMAPs will provide teachers with a blue print of standards to be taught and suggested time frame for the 2014 - 2015 school year.

Action Step 1 5

CNI's (Curriculum Instructional Specialist) in district will gather the work done by teachers in the district to create CMAP for each course

Person Responsible

Demetrius Revelas

Schedule

Quarterly, from 9/12/2014 to 6/5/2015

Evidence of Completion

Creation of CMAPS for all core classes. Non-Core classes will also be worked on throughout the 2014 - 2015 school year.

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

Cni's will be invited to Department meetings to discuss the implementation of these CMAPS once created for all classes

Person Responsible

Daniel McIntosh

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Discussion during Department Meetings will be held on the use of CMAPS.

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

Throughout 2014 - 2015 school year, CMAPS will be monitored for their effectiveness and edited on an as needed basis by Cnl's

Person Responsible

Daniel McIntosh

Schedule

Every 2 Months, from 10/1/2014 to 6/5/2015

Evidence of Completion

Feedback from teachers will be provided through Department Heads on practicality of CMAPS

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Department Head meetings, held monthly, will center around the full implementation of the new FSA standards	Revelas, Demetrius	8/4/2014	i-Ready Diagnostics #2 & #3 scores will be analyzed to address areas of need	6/5/2015 monthly
G3.B1.S1.A1	CNI's (Curriculum Instructional Specialist) in district will gather the work done by teachers in the district to create CMAP for each course	Revelas, Demetrius	9/12/2014	Creation of CMAPS for all core classes. Non-Core classes will also be worked on throughout the 2014 - 2015 school year.	6/5/2015 quarterly
G1.MA1	Will conduct and analyze Diagnostic data from I-Ready at the beginning of the school year and review and compare data in mid and end-of year diagnostic tests.	Revelas, Demetrius	9/2/2014	I-Ready data reports will be analyzed by school, teacher, and student.	6/5/2015 quarterly
G2.MA1	Will conduct and analyze Diagnostic data from I-Ready at the beginning of the school year and review and compare data in mid and end-of year diagnostic tests.	Revelas, Demetrius	9/30/2014	I-Ready data will be analyzed by school, teacher, and student.	6/5/2015 quarterly
G2.B1.S1.MA1	i-Ready data will be compared from Diagnostic #1 to Diagnostic #2 and Diagnostic #3	McIntosh, Daniel	9/30/2014	i-Ready Diagnostics #2 & #3 scores will be analyzed to address areas of need	6/5/2015 quarterly
G2.B1.S1.MA1	Continual self assessments will be done through department meetings to gauge the progress of the new standards implementation	Revelas, Demetrius	8/4/2014	Self-Assessments from each Department will be gathered and discussed at Program Planner Meetings	6/5/2015 quarterly
G3.MA1	Scoring on Domain #1 will be collected and compared as a school	Revelas, Demetrius	9/12/2014	Data from PD360 of Formal Observations and overall scoring of Domain #1 will be used for monitoring of this goal	6/5/2015 daily
G3.B1.S1.MA1	Throughout 2014 - 2015 school year, CMAPS will be monitored for their effectiveness and edited on an as needed basis by Cnl's	McIntosh, Daniel	10/1/2014	Feedback from teachers will be provided through Department Heads on practicality of CMAPS	6/5/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	Cnl's will be invited to Department meetings to discuss the implementation of these CMAPS once created for all classes	McIntosh, Daniel	10/1/2014	Discussion during Department Meetings will be held on the use of CMAPS.	6/5/2015 quarterly

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.

G2. Raise percentage of students who are on grade level in Reading as based on i-Ready Diagnostic #1 to i-Ready Diagnostic #3 to: * 6th Grade - 37% to 60% * 7th Grade - 37% to 60% * 8th Grade - 42% to 67%

G2.B1 Knowledge of new Standards for teachers as well as the students.

G2.B1.S1 Weekly PLC meetings through Departments centered around unpacking, understanding, and implementing new FSA standards. This will also include analyzing data.

PD Opportunity 1

Department Head meetings, held monthly, will center around the full implementation of the new FSA standards

Facilitator

Rich Planer

Participants

All Teachers

Schedule

Monthly, from 8/4/2014 to 6/5/2015

Technical Assistance Items

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

G3. To improve professional practice of teachers and the academic achievement of their students, through strengthening teacher's implementation of the Marzano strategies and a deeper understanding of the FSA standards.

G3.B1 Beginning to no knowledge of CPALMS/CMAPS

G3.B1.S1 CMAPs will be finished and utilized for all courses through CPALMS website.

PD Opportunity 1

CNI's (Curriculum Instructional Specialist) in district will gather the work done by teachers in the district to create CMAP for each course

Facilitator

Dan McIntosh, Assistant Principal

Participants

All teachers.

Schedule

Quarterly, from 9/12/2014 to 6/5/2015