
Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	21
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	21
VII. Budget to Support Areas of Focus	0

Murdock Middle School

17325 MARINER WAY, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/mms>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Welton, Lyman	Principal	<p>Mr. Welton sets the expectations for the School's Climate and Culture. He is responsible for the creation of the school's Mission, Vision and Core Values and the communication of these to all stakeholders. Mr. Welton oversees all aspects required for the successful functioning of the school. This includes but is limited to compliance with all related Federal, State and County laws, regulations and School Board directives, management of all school budgets, hiring and supervision of all school faculty and staff, setting the school calendars, oversight of curriculum and instruction including all related materials, maintaining all buildings and grounds, family and community communication including SAC, PTO, Newsletter, and Social Media. He establishes long term plans and short term goals. He assigns duties to each Assistant Principal. He sets the direction for curricular development, oversees the Master Schedule, and student scheduling. He assigns instructor teaching assignments, and completes instructor evaluations. His work is carried out in a collaborative manner including faculty, staff, students, parents and community in the decision making process.</p>
Verwey, Jamie	Assistant Principal	<p>Mrs. Verwey is an experienced educator having taught multiple subjects in a variety of classrooms. She is assigned all aspects of Curriculum and Instruction. She works closely with Mr. Welton to create the Master Schedule, faculty instructional assignments and student schedules. Mrs. Verwey sets the agenda and Chairs Program Planners meetings. She creates the school wide Testing Schedule this includes all State and District required testing, and progress monitoring. She oversees all faculty Professional Development, supervises the Math Coach, and Guidance Counselors. She serves as the schools liaison with the District C&I's, attends all APC meetings and works closely with the Assistant Superintendent of Learning.</p>
Monteleone, Jake	Assistant Principal	<p>Mr. Monteleone is new to the AP position at Murdock Middle. He ensures compliance with Federal and State Laws and District Policy related to school safety and student discipline. He is responsible for overseeing all aspects of school/campus safety. He collaborates with District Security personnel and local Law Enforcement, and works closely with our SRO and Security Aide. He schedules and runs Safety training and drills. He oversees schoolwide student discipline. He communicates expectation for student behavior to all stakeholders. He assigns faculty and staff campus duties. He hires, supervises and evaluates the custodial staff. He prepares the campus for SREF and Health inspections, submits Work Orders, and Facility Change Requests, He is the Educational Leader for the ESE Department. He is the administrative representative at ESE and 504 Manifestation meetings. He oversees all campus extra-curricular activities, including sports, and clubs. He maintains inventory of all curricular materials and campus equipment, furniture and supplies.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Stakeholders involved in the development, monitoring and evaluation of the SIP include a diverse group of individuals including but not limited to faculty members, guidance counselors, school social worker, ESE Liaison, School Psychologist, Student Government Representatives, Parents, PBIS members, SRO, SPPC and PPC representatives.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The stakeholders listed above continue to receive frequent feedback regarding our progress, current standing and implementation status. The Areas of focus are reviewed monthly in MTSS, PBIS, faculty and staff meetings, SAC, and PTO. The principal meets Bi monthly with Student Government Representatives to review SIP progress in the areas of specific concern to students. Parents and community members are up dated quarterly during award assemblies, Riser Night and Open House.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	44%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	49	66	62	177
One or more suspensions	0	0	0	0	0	0	12	61	31	104
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	16	11	32
Course failure in Math	0	0	0	0	0	0	20	32	69	121
Level 1 on statewide ELA assessment	0	0	0	0	0	0	47	64	55	166
Level 1 on statewide Math assessment	0	0	0	0	0	0	52	47	36	135
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	27	46	50	123

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	40	90	85	215

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	66	82	105	253
One or more suspensions	0	0	0	0	0	0	22	28	29	79
Course failure in ELA	0	0	0	0	0	0	7	16	2	25
Course failure in Math	0	0	0	0	0	0	20	31	4	55
Level 1 on statewide ELA assessment	0	0	0	0	0	0	41	38	49	128
Level 1 on statewide Math assessment	0	0	0	0	0	0	33	55	37	125
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	91	95	127	313

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	46	42	36	124

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	66	82	105	253
One or more suspensions	0	0	0	0	0	0	22	28	29	79
Course failure in ELA	0	0	0	0	0	0	7	16	2	25
Course failure in Math	0	0	0	0	0	0	20	31	4	55
Level 1 on statewide ELA assessment	0	0	0	0	0	0	41	38	49	128
Level 1 on statewide Math assessment	0	0	0	0	0	0	33	55	37	125
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	91	95	127	313

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	46	42	36	124

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	43			47			50		
ELA Learning Gains	42			50			55		
ELA Lowest 25th Percentile	35			44			48		
Math Achievement*	49			51			47		
Math Learning Gains	48			57			47		
Math Lowest 25th Percentile	43			48			36		
Science Achievement*	48			50			58		
Social Studies Achievement*	65			73			68		
Middle School Acceleration	75			86			50		
Graduation Rate									
College and Career Acceleration									
ELP Progress	43			40			46		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	1
ELL	49			
AMI				
ASN				
BLK	32	Yes	1	
HSP	49			
MUL	49			
PAC				
WHT	52			
FRL	46			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	43	42	35	49	48	43	48	65	75			43
SWD	18	27	28	20	35	29	24	37				
ELL	27	43		38	52			92				43
AMI												
ASN												
BLK	29	34	27	41	42	29	7	50				
HSP	45	42	37	42	50	60	37	71	65			45
MUL	40	49		44	41	30	57		79			
PAC												
WHT	45	43	36	53	49	45	56	64	78			
FRL	38	41	37	41	45	44	39	56	71			50

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	47	50	44	51	57	48	50	73	86			40
SWD	21	41	37	21	44	43	19	45				
ELL	33	64	69	37	43							40
AMI												
ASN												
BLK	34	52	50	39	60	42	33					
HSP	51	45	36	45	53	42	52	80	95			38
MUL	51	57		54	73	67	31	64				
PAC												
WHT	47	50	46	55	56	43	55	74	80			
FRL	42	50	43	44	54	47	42	66	83			46

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	50	55	48	47	47	36	58	68	50			46
SWD	24	43	42	19	38	37	21	42				
ELL	33	57	60	6	30	50						46
AMI												
ASN												
BLK	46	56	52	32	47	48	50	48	13			
HSP	45	64	61	42	47	38	64	76	50			42
MUL	56	55	54	44	50	64	75	73	30			
PAC												
WHT	51	52	41	51	47	29	56	69	57			
FRL	46	54	47	41	44	38	54	62	42			

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science was the data component with the lowest score. This is the third consecutive year our science scores have declined. This is the lowest score in Science in 6 plus years. It is noted that 8th grade science scores dropped across the District and that MMS science scores were 2 points below the State average.

Data from State tests demonstrates a strong correlation between student reading levels and their Science score.

Prior to 2022-23 our scores in 7th grade Reading have been dropping. Instructional changes and interruptions in instruction due to Hurricane Ian both resulted in inconsistent staffing and contributed to the decline in student Science scores.

Our SIP for the past five years has focused heavily on Learning Gains and Achievement components in Math and Reading. Data in both Math and Reading show significant improvements. This suggests that increased focus on Science will produce similar improvements.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

This year our Middle School Acceleration showed the greatest decline dropping 18 points. Over a 2 year period this component has declined by 29 points. 7th grade Math Achievement data shows growth in this component. This increased the number of students factored into the Acceleration calculation. Data shows that students not passing the Alg. 1 EOC had a high rate of absenteeism This was our first year without any Industry Certifications.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

While the State has not reported the the average score for Middle School Acceleration the previous 4 scores average 71.75. We scored 57 points on this component and had a 18 point drop from the previous year. It is probable that Middle School Acceleration has the biggest gap when compared to the State. After analyzing the data students failing to pass the Alg1 EOC had a high rate of absenteeism.

Which data component showed the most improvement? What new actions did your school take in this area?

The Math Achievement component showed the most improvement with an increase of 11 points. Math Has been an Area of Focus for the past 3 years. Admin. has made staffing changes, and added intensive Math to the master schedule. Our Math Coach has provided support to new teachers and used small group tutoring to give additional support to struggling learners.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Data shows that a large number of students have a high rate of absenteeism. This was seen as a contributing factor in the 2021-22 school year as well. This is the area of greatest concern for the 2023-24 school year as it contributes to losses in student learning in all subject areas.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Increase attendance rates, improved achievement score rate in science, improve learning gains in ELA and Math for SWD, improve Alg1 pass rate.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Students with Disabilities have not met the Federal Index minimum falling below the 41% required for 3 consecutive years ending in 2021-22. Our SWD are not keeping up with learners in other subgroups. They are falling behind in all academic courses. For the first time our Black students did not meet the Federal Index Minimum. Most significantly only 7% percent of black students scored a 3 or above on the State 8th grade Science Exam.

Measurable Outcome:

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

Data will demonstrate our SWD and Black Students are meeting or surpassing the Federal Index of 41. Additionally 25% of Black student will score a 3 or above on the- Science Exam.

Monitoring:

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

All SWD Data on PM1 and PM2 will be monitored for growth. Similarly, District Formative Assessments will be monitored. Data analysis that demonstrated specific factors that are correlated with our Sth will also be monitored and targeted for intervention. Poor attendance is an example. Data will be reviewed by the administrative team biweekly meetings, The MTSS Team will review data monthly. This Data will be reviewed with the District's Department of Learning.

Person responsible for monitoring outcome:

Jamie Verwey (jamie.verwey@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

High Dosage Tutoring, Journey's Pathway to Reading curriculum, Small group tutoring during school hours and Individual tutoring after hours will use IXL Reading.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Florida Reading Research Center rates the Passport Reading Journeys as having a "strong effect size". The instructional materials are designed to increase the engagement of the middle school reader. It was this combination that lead Mrs. Verwey, our A.P. for Curriculum, to select this as our Reading Curriculum for level 1 readers. It will be used in all of our Intensive Reading classes High Dosage Tutoring is an evidenced based intervention. Intensive Math classes will be offered at each grade level to provide additional instruction and practice. These interventions resulted in significant growth in math and Reading components. We will continue with these interventions as growth is anticipated. In addition our small group instruction and tutoring will add IXL Reading as an instructional Evidence -Based intervention.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Master Schedule will add Intensive Math. Most of our SWD students scoring in the lowest 25% . Will have access to this additional instruction.

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

By When: Master Schedule by 08/01/23

After school tutoring will be added for ELA/Reading, math and Science.

Person Responsible: Lyman Welton (lyman.welton@yourcharlotteschools.net)

By When: 09/30/2023

IXL for Science will be purchased and made available.

Person Responsible: Lyman Welton (lyman.welton@yourcharlotteschools.net)

By When: 09/01/2023

Principal will provide PD for Faculty highlighting SWD data and need for additional support for SWD.

Person Responsible: Lyman Welton (lyman.welton@yourcharlotteschools.net)

By When: 08/15/23

Math Coach will provide small group tutoring and support classroom instruction for our SWD and Alg1 students. This is a year long process

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

By When: 08/10/2023-05/25/2024

ESE Liaison will provide PD to faculty on best instructional practices, goal setting and Progress monitoring for SWD. This will be on going.

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

By When: 08/10/23-05/2024

Coordination of coaching for ELA teachers. This will be provided by our District C&I for ELA.

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

By When: 08/10/23-05/2024

Coordination of coaching for ELA teachers. This will be provided by our District C&I for ELA.

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

By When: 08/10/23-05/2024

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our 8th grade students' Science scores have declined for three years in a row and are the lowest in 6 years. Our students scores are now below the State average.

Measurable Outcome:

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

Student achievement in the area of Science will increase from 44 to 50 as demonstrated by their performance on the end of year State Science Test. Student scores will meet or surpass the State average.

Monitoring:

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

Teachers at all grade levels will administer DFA as scheduled. Data from the grade level DFA's will be reviewed at monthly department meetings and monitored by the school administrative team. The District C&I will monitor and provide feed back. BOY and MOY data across all 3 grade levels will be monitored and reviewed. Teachers at each grade level will collaborate in the development of common assessments that align with the State standards. Stem teachers will reinforce instruction in Science course via hands on activities and labs directly related to science standards at each grade level

Person responsible for monitoring outcome:

Jamie Verwey (jamie.verwey@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

IXL for Science and small group tutoring are both correlated with higher student scores on Science exams. Tutoring focused on standards instruction will be provided in small groups before and after school by certified science teachers. Teachers will continue to develop common assessments, follow the District pacing guide and use District Formative Assessments as scheduled, and meet with the C&I for Science and APC to review student progress.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group tutoring and IXL for Science have both demonstrated effective interventions resulting in student learning gains. Further small group settings fosters the development of positive teacher student relationship which is correlated with improving academic performance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Purchase IXL Science student licenses.

Person Responsible: Lyman Welton (lyman.welton@yourcharlotteschools.net)

By When: 09/30/2023. Admin. will present to faculty during the month of August. and meet with the Department Aug 10. Admin and department will meet twice per quarter.

Provide PD for all instructional staff highlighting Science as an area of focus highlight subgroups performing poorly on science state test.

Person Responsible: Lyman Welton (lyman.welton@yourcharlotteschools.net)

By When: 08/23/23

The Science Department will meet with administration to establish learning goals, interventions, and monitoring.

Person Responsible: Lyman Welton (lyman.welton@yourcharlotteschools.net)

By When: 09/15/23

Teachers will develop common assessments. This process has begun but is included as it will require and ongoing conversation within the department and with our APC.

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

By When: 08/10/2023 with follow up quarterly

Teachers will review formative data including BOY and MOY and adjust instructional focus as needed.

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

By When: 10/30/2023 and 03/01/2024

Teachers will provide frequent and timely feedback to students regarding their growth on grade level standards. This is an ongoing process that will include feedback from DFA as well as grades

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

By When: Starting 08/15/2023 -through 05/20/24

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the school data 29% of our students were absent a minimum of 10% of the time. Additionally- a significantly higher percentage (40%) of our SWD missed 10% or more of the school year. Alg1 students with a high rate of absenteeism failed to pass the Alg1 EOC. This data demonstrates the negative impact of poor chronic absenteeism on student learning regardless of the students previous academic performance. It is hard to over estimate the negative impact chronic absenteeism had on student learning. For this reason we will focus on decreasing student chronic absenteeism.

Measurable Outcome:

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

The high rate rate of chronic absenteeism in the the general education population will decrease from 29% to 25% The four point drop is a 14% decrease in the number of students missing school 10% or more. The high rate of chronic absenteeism in our SWD population will decline from 40% to 32 percent. The 8 point drop is a 20% decline in the number of SWD missing school at least 10% of the time.

Monitoring:

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

The School Social Worker and Principal will monitor the attendance of the students in the general population (this includes students enrolled in Alg1) and students with disabilities.

Person responsible for monitoring outcome:

Lyman Welton (lyman.welton@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Murdock Middle will use PBIS as a starting point in the development of a school wide plan to address Chronic Absenteeism. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Because PBIS uses a tiered approach to solving behavioral and academic problems. We will use this approach to gather data and analyze the factors that contribute to our students chronic absenteeism. Using this same process we will then develop a specific series of Action Steps/interventions at each tier level, schoolwide, small group, and individual.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Gather data related to Chronic Absenteeism.

Person Responsible: Jake Monteleone (jake.monteleone@yourcharlotteschools.net)

By When: 9/15/2023

Analyze chronic absenteeism data. This will be done at MTSS, in PBIS, PPC SAC and SGA (Student Government Association)

Person Responsible: Jake Monteleone (jake.monteleone@yourcharlotteschools.net)

By When: 10/01/23

Develop school wide plan to address chronic absenteeism. This will be done via, MTSS, PBIS, SAC, PPC and SGA.

Person Responsible: Jake Monteleone (jake.monteleone@yourcharlotteschools.net)

By When: 10/30/23

Communicate the action plan with stakeholders- Students, Faculty and Staff, Families. This will included, website, newsletter, assemblies, and signage and social media.

Person Responsible: Jake Monteleone (jake.monteleone@yourcharlotteschools.net)

By When: 12/01/23

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Schoolwide Improvement funds are allocated to schools annually as a per pupil allocation based on Survey 3 FTE data. Supplemental federal funds are allocated to schools as requested by school leadership and based on need. Schools complete the Federal Programs Consultation Survey to request funds needed to support their school improvement areas of focus. The federal programs team reviews each request and approves on an individual basis giving priority to schools designated as CSI, TSI, and ATSI respectively.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

In addition to our school webpage, <https://www.yourcharlotteschools.net/mms>, the SIP will be presented to stakeholders at SAC, PTO, PPC, District Leadership. parts of the SIP will be presented to Student Government Association Representatives. SIP Goals and Areas of Concern will be presented to faculty and staff at the start of the new year and reviewed

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Principal communicates Mission and Vision of the school is also presented to families at our annual Open House An emphasis is placed on the "why" or the "purpose". Frequent communication to families regarding student progress and opportunities for growth and increased involvement in school activities is delivered via a variety of media The Master schedule, and calendar of events are designed with the student in mind and to promote student involvement in the life of the school. Numerous clubs, socials, sporting events, and field trips are offered throughout the year. A clear logo is now established (the Anchor) and is visible across the campus. School colors and sayings are promoted. This year the school is increasing the number of fan gear options to students and adults alike. PBIS is increasing the frequency and rate of positive reinforcement. Student Government is expanding their role providing students with increased opportunity for input. MTSS is increasing the use of the EDIS Early warning Signs to guide interventions. The PE Department and Athletic Director are diversifying in school and after school offerings increasing the number of participants. An individual "Phone Home" initiative to increase the percentage of parents with active Focus accounts is underway.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESSA 1114(b)(7)ii)

In order to strengthen our academic program, we are ensuring bell to bell instruction and following our school district's pacing guide. Teachers will use bell work and exit tickets at the end of each period. Teachers will closely monitor our students with disabilities to ensure adequate progress is being made. Our science teachers will be working collaboratively and share frequent common assessments to monitor growth of the current grade level standards and previous middle school science standards. We were fortunate to add a chorus program as well as Entrepreneurship and and Small Business course to our master schedule.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The Coordinator of State and Federal programs will work with our Administrative Team to coordinate ESSER, Title 1, UniSIG and School improvement Funds to assist with the achievement of SIP Areas of Concern.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Murdock Middle School provides school based mental health support though our School Counseling Office, School Social Worker and School Psychologist.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Middle a variety of Technology and STEM classes to introduce students to opportunities for further exploration, education and skill building. These include but are not limited to Robotics, 3D printing, computer coding, Multimedia and presentation hardware and software, journalism, and design.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

MMS is a PBIS school. This model is used at Tier 1 to support positive behavior at school. Behavioral expectations are posted in every classroom, and in specialized areas such as the Cafe, Media Center and Locker Rooms. Our MTSS Team meets weekly reviewing Tier 1, 2 and 3 interventions. EDIA is used to identify students at risk for falling behind due to behavioral or learning problems

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

MMS monitors and analyzes student academic data and plans for and delivers PD to address those areas demonstrating students are struggling. Whole group, small group and individual PD is offered to instructional and support staff.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A