

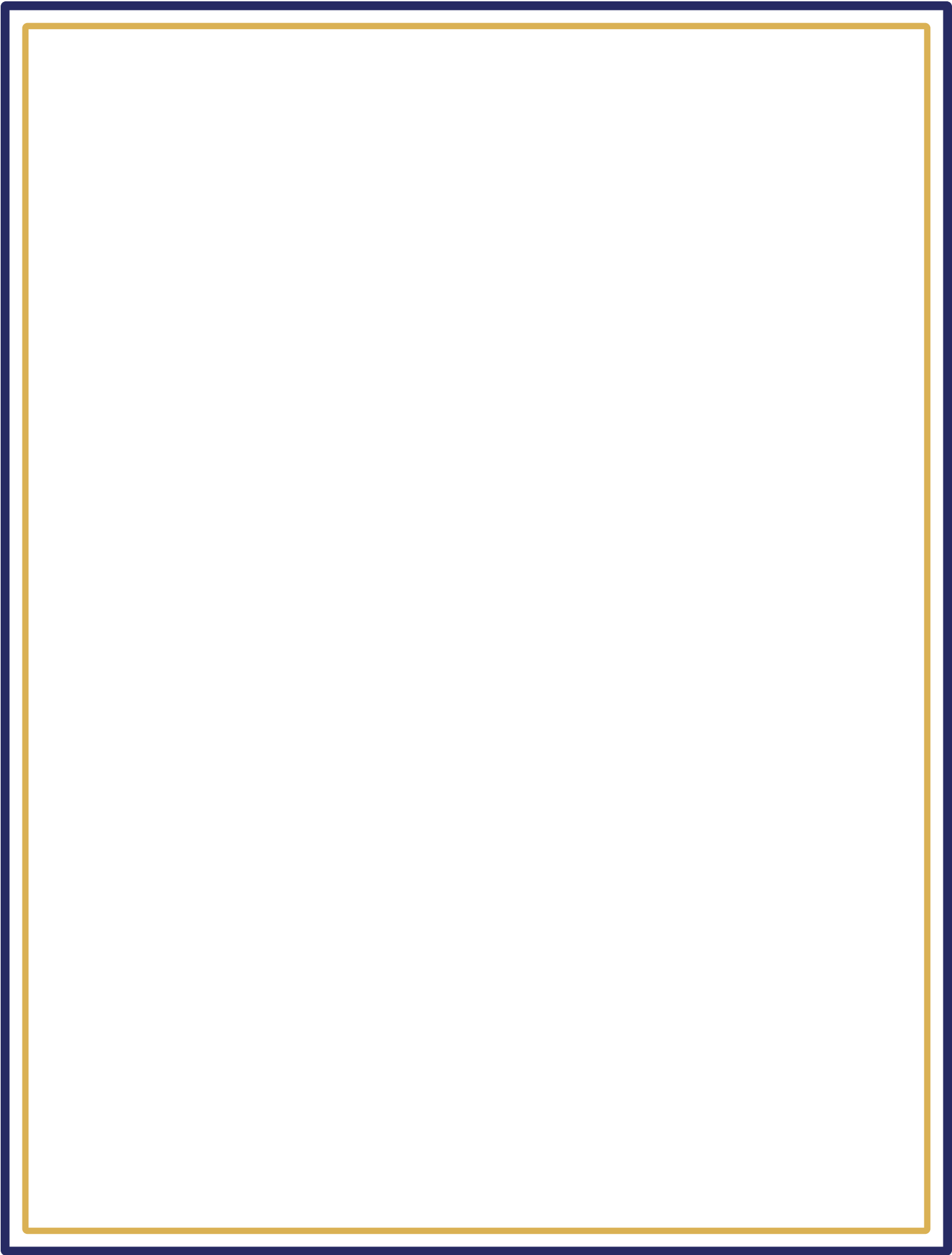


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Murdock Middle School

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.

[illegible]

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

[illegible]

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

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	

[Redacted text]

[Redacted text]

[Redacted text]

[Redacted text]

[Redacted text]



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

COMPONENTS BY SUBGROUP

[illegible]

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 and 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

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 8101PeC8de UniSib(A)ETBT54.7500 334.436118d(They areEvid1 ce ffect)ll

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:

#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

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 staring 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

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