

St. Johns County School District

# R J MURRAY MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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The RJMMS community will work as One Team to ensure there are No Limits to our students reaching their full potential.

### Provide the school's vision statement

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R.J. Murray Middle School will prepare all students for high school and post-secondary success.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Dr. Esther Seward

#### Position Title

Principal

#### Job Duties and Responsibilities

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Duties typically seen by a principal.

### Leadership Team Member #2

#### Employee's Name

Holly H. Smith

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

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Duties typically seen by an assistant principal.

### Leadership Team Member #3

#### Employee's Name

Angela Hunter

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Duties typically seen by an assistant principal.

**Leadership Team Member #4**

**Employee's Name**

Kimberlee Pisano

**Position Title**

Instructional Coach

**Job Duties and Responsibilities**

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Duties typically seen by an instructional literacy coach.

**Leadership Team Member #5**

**Employee's Name**

Dawn Brailsford

**Position Title**

Coordinator

**Job Duties and Responsibilities**

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Duties typically seen by a testing coordinator.

**Leadership Team Member #6**

**Employee's Name**

Tyler Coleman

**Position Title**

Dean of Students

**Job Duties and Responsibilities**

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Duties typically seen by a dean of students.

**Leadership Team Member #7**

**Employee's Name**

Justin Matthews

**Position Title**

School Advisory Committee Chairperson

**Job Duties and Responsibilities**

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Duties typically seen by a school advisory committee chairperson.

## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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Data from the School Advisory Committee Survey was used to complete the SIP. The SIP will be discussed, reviewed, and updated as needed with the School Advisory Committee during the first 45 days of school.

### 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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The SIP will be monitored a minimum of three times during the school year (after each F.A.S.T. assessment). The school leadership teams will analyze F.A.S.T. data after PM1 and PM2 and implement a plan for increasing student achievement after each assessment period. The SIP will be revised as needed to ensure continuous improvement of all students with a targeted focus on Students with Disabilities.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>38.8%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>85.3%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B</b> <b>2022-23: B*</b> <b>2021-22: C</b> <b>2020-21:</b> <b>2019-20: B</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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 school days							78	92	61	231
One or more suspensions							72	74	46	192
Course failure in English Language Arts (ELA)							27	20	17	64
Course failure in Math							27	20	17	64
Level 1 on statewide ELA assessment							47	59	39	145
Level 1 on statewide Math assessment							38	46	27	111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

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							38	53	47	138

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							0	0	0	0
Students retained two or more times							1	4	10	15

**Prior Year (2023-24) As Last 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 school days							70	69	70	209
One or more suspensions							72	70	59	201
Course failure in ELA							29	21	12	62
Course failure in Math										0
Level 1 on statewide ELA assessment							56	64	62	182
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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							66	73	68	207

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year									16	16
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	56	72	53	58	71	49	49	67	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	55	62	56				43		
ELA Learning Gains Lowest 25%	46	54	50				34		
Math Achievement *	65	81	60	58	79	56	53	37	36
Math Learning Gains	65	73	62				50		
Math Learning Gains Lowest 25%	59	65	60				52		
Science Achievement *	52	75	51	60	73	49	50	75	53
Social Studies Achievement *	76	93	70	55	87	68	70	65	58
Graduation Rate								70	49
Middle School Acceleration	70	73	74	68	68	73	77	51	49
College and Career Readiness								90	70
ELP Progress	65	49	19	49	40	71	76		

\*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 (FPI) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

**B. ESSA School-Level Data Review (pre-populated)**

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	544
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	60%	53%	48%		56%	56%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	40%	Yes	5	
English Language Learners	50%	No		
Asian Students	74%	No		
Black/African American Students	44%	No		
Hispanic Students	59%	No		
Multiracial Students	59%	No		
White Students	65%	No		
Economically Disadvantaged Students	50%	No		



## 2022-23 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%
Students With Disabilities	22%	Yes	4	2
English Language Learners	19%	Yes	2	1
Asian Students	80%	No		
Black/African American Students	40%	Yes	4	
Hispanic Students	64%	No		
Multiracial Students	72%	No		
White Students	66%	No		
Economically Disadvantaged Students	46%	No		

## 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%
Students With Disabilities	26%	Yes	3	1
English Language Learners	38%	Yes	1	
Native American Students				
Asian Students				
Black/African American Students	33%	Yes	3	
Hispanic Students	68%	No		
Multiracial Students	68%	No		
Pacific Islander Students				
White Students	58%	No		
Economically Disadvantaged Students	42%	No		

### D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	56%		55%	46%	65%	65%	59%	52%	76%	70%			
Students With Disabilities	22%		42%	43%	30%	57%	56%	23%	46%	43%			
English Language Learners	33%		58%	46%	33%	68%	62%						
Asian Students	70%		55%		80%	91%							
Black/African American Students	29%		50%	52%	38%	56%	57%	11%	51%	53%			
Hispanic Students	55%		51%	27%	66%	66%	57%	61%	86%	65%			
Multiracial Students	58%		50%		69%	59%							
White Students	65%		58%	48%	73%	68%	60%	61%	82%	72%			
Economically Disadvantaged Students	40%		48%	44%	51%	59%	57%	37%	64%	54%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	58%				58%			60%	55%	68%			19%
Students With Disabilities	25%				22%			19%					
English Language Learners	23%				15%								
Asian Students	90%				70%								
Black/African American Students	34%				33%			25%		67%			
Hispanic Students	62%				65%			65%		65%			
Multiracial Students	69%				69%			85%		64%			
White Students	64%				63%			66%		69%			
Economically Disadvantaged Students	44%				44%			45%		52%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	49%		43%	34%	53%	50%	52%	50%	70%	77%			
Students With Disabilities	10%		28%	29%	16%	38%	43%	13%	34%				
English Language Learners	45%				30%								
Native American Students													
Asian Students													
Black/African American Students	22%		32%	30%	22%	35%	41%	19%	50%	50%			
Hispanic Students	61%		59%	69%	68%	63%	87%	57%	71%	76%			
Multiracial Students	58%		45%		71%	71%		73%	90%				
Pacific Islander Students													
White Students	56%		45%	33%	61%	53%	55%	60%	76%	79%			
Economically Disadvantaged Students	30%		34%	34%	36%	44%	51%	31%	58%	58%			

## E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	62%	72%	-10%	54%	8%
Ela	7	51%	71%	-20%	50%	1%
Ela	8	53%	72%	-19%	51%	2%
Math	6	66%	78%	-12%	56%	10%
Math	7	39%	68%	-29%	47%	-8%
Math	8	68%	81%	-13%	54%	14%
Science	8	48%	72%	-24%	45%	3%
Civics		76%	92%	-16%	67%	9%
Biology		91%	87%	4%	67%	24%
Algebra		86%	77%	9%	50%	36%
Geometry		89%	74%	15%	52%	37%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### Most Improvement

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

---

The ELL subgroup showed the most improvement in ELA and Math achievement. The actions we took in this area consisted of weekly ELL support during school, as well as weekly after school tutoring.

##### Lowest Performance

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

---

Students with Disabilities students showed the lowest performance in ELA achievement. Attendance was a contributing factor; as well as a trend for this subgroup.

##### Greatest Decline

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

---

African American/Black students showed the greatest decline in ELA achievement. Attendance was a contributing factor; as well as a trend for this subgroup.

##### Greatest Gap

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.

---

Students with Disabilities had the greatest gap in ELA achievement when compared to the state average. Attendance was a contributing factor; as well as a trend for this subgroup.

##### EWS Areas of Concern

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

---

Overall achievement for Students with Disabilities subgroup in ELA and math.

Overall achievement for African American/Black subgroup in ELA and math.

##### Highest Priorities

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

---

Students with Disabilities overall achievement in ELA.

African American/Black subgroup overall achievement in ELA.  
Students with Disabilities overall achievement in math.  
African American/Black subgroup overall achievement in math.



## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### ESSA Subgroups specifically relating to Students With Disabilities (SWD)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Historical data from 2021-2024 indicate Students with Disabilities were the lowest performing subgroup in proficiency in ELA and math. In comparison to data from the previous year, Students with Disabilities showed a 3% decline in ELA proficiency. Although Students with Disabilities showed an 8% increase in math proficiency; this subgroup and area remains a crucial focus for the upcoming year.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The gap between our Students with Disabilities subgroup and the school-wide average in ELA proficiency will simultaneously increase and narrow by 8% as shown on state exams.

The gap between our Students with Disabilities subgroup and the school-wide average in math proficiency will simultaneously increase and narrow by 10% as shown on state exams.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

PLC Data and weekly data discussions

MTSS - monitoring and review attendance.

Classroom grades - quarterly and semester

F.A.S.T assessments - PM1, PM2, and PM3

By monitoring our Students with Disabilities subgroup through PLCs, MTSS, and academic performance tracking, we can gather the necessary data for targeted interventions and remediation to achieve our objectives.

**Person responsible for monitoring outcome**

Dr. Esther Seward and Holly H. Smith

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

1. Identify students by grade level in the subgroup. 2. Create master schedule allowing for maximum support facilitation and co-teaching in ELA and math courses. 3. PLC teams, along with district CAST support will track and use data to inform instructional practices. 4. MTSS team will monitor attendance and intervene to reduce absences/tardies and increase daily attendance. 5. The MTSS team will recommend updated instructional strategies as well as intervention strategies. 6. Provide ongoing professional development focusing on instructional strategies for Students with Disabilities.

**Rationale:**

Goddard defines collective efficacy as, “the perceptions of teachers in a school that the faculty as a whole can organize and execute the courses of action required to have a positive effect on students” (Goddard, 2003). Hattie submits "Collective Teacher Efficacy" is the collective belief of teachers in their ability to positively affect students. The research of Goddard and Hattie cite collective teacher efficacy and collaboration a having a strong effect size and affect on student achievement.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Identify and track students in the subgroup

**Person Monitoring:**

Dr. Esther Seward and Holly Smith

**By When/Frequency:**

By August 15, 2024 (upon enrollment)/Monitor Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Students with Disabilities scoring below proficiency in ELA and/or math on the 2023-24 FAST PM3 assessment will be identified. 2. PLC teams, along with district CAST support will track and use data to inform instructional practices. 3. MTSS team will monitor attendance and intervene to reduce absences/tardies and increase daily attendance. 4. The MTSS team will recommend updated instructional strategies as well as intervention strategies.

**Action Step #2**

Scheduling and Professional Development

**Person Monitoring:**

Dr. Esther Seward and Holly Smith

**By When/Frequency:**

August 12, 2024/Monthly PD

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Create master schedule allowing for maximum support faciliation and co-teaching in ELA and math courses. 2. Ongoing professional development focusing on instructional strategies for Students with Disabilites.

## **IV. Positive Culture and Environment**

### **Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Student behavior is a contributing factor to a positive learning environment. As we improve student behavior, we decrease negative consequences and time spent out of the classroom. Positive student behavior becomes a contributing factor to teacher retention and a positive school culture. We utilize school-wide PBIS to improve student behavior and the culture of our school.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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We will utilize Class Dojo to track and reward student behavior on a school-wide level.

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Student discipline data

Class Dojo points

Classroom PBIS

School-wide PBIS events

#### **Person responsible for monitoring outcome**

Holly Smith and Angela Hunter

#### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Our PBIS team will implement a school-wide PBIS program and system utilizing Class Dojo.

**Rationale:**

PBIS is a research-based framework for implementing school-wide systems of behavioral support, in a tiered continuum based on student responsiveness to intervention, to help prevent and reduce undesired behavior and improve social and academic behavior outcomes for all students in a school. The National TA Center on PBIS emphasizes PBIS as a “decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.” Student behavior is a contributing factor to a positive learning environment. As we improve student behavior, we decrease negative consequences and time spent out of the classroom. Positive student behavior becomes a contributing factor to teacher retention and a positive school culture. We utilize school-wide PBIS to improve student behavior and the culture of our school.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

PBIS Implementation and Monitoring

**Person Monitoring:**

Holly Smith

**By When/Frequency:**

August 9, 2024/Monitor monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Create PBIS team. 2. Have team attend PBIS training during the summer of 2024. 3. PBIS team will present and train staff on Class Dojo during preplanning. 4. PBIS team meets regularly (twice a month) to plan events and analyze schoolwide data.

**Action Step #2**

Discipline Reduction and Professional Development

**Person Monitoring:**

Angela Hunter and Tyler Coleman

**By When/Frequency:**

August 30, 2024/Monitor weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Discipline team meet to discuss data from 2023-24: overall ISS and OSS data; students with 10 or more days of ISS/OSS; Students with Disabilities ISS/OSS data. 2. Discipline team meets regularly (weekly) to analyze schoolwide discipline data. 3. Discipline team will present/share data will faculty and staff monthly. 4. Provide professional development to staff regarding social emotional learning, classroom management, and student engagement.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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The SIP will be made publicly available via the RJ Murray Middle School's website. Additionally, the SIP will be disseminated at a School Advisory Committee meeting and at the annual Title I Family Engagement event during the first 10 weeks of the school year.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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1. Upon registration, parents will be made aware of the Home Access Center (HAC) and how to log in to retrieve information on their child's progress.
2. Parents will receive a weekly "Bulldog Bulletin" email from the principal with an abundance of information to stay informed and ways for them to be part of our decision-making process.
3. The school's Family Engagement Plan will be made publicly via the RJ Murray Middle School's website.
4. Year-round, parents will be invited to join multiple parent organizations (PTO, SAC, SJCCA Boosters, SJCCA Band Boosters).
5. We will use our SAC survey results to create goals for the upcoming school year.

#### Plans to Strengthen the Academic Program

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

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the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

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We will offer after school tutoring two days a week and will provide students with remediation opportunities. Students with Disabilities performing below grade level will be given priority and invited to attend.

**How Plan is Developed**

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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N/A

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

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. (ESEA 1114(b)(7)(iii)(I))

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No Answer Entered

#### **Preparing for Postsecondary Opportunities and the Workforce**

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. (ESEA 1114(b)(7)(iii)(II))

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No Answer Entered

#### **Addressing Problem Behavior and Early Intervening Services**

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 ESEA 1114(b)(7)(iii)(III)).

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No Answer Entered

#### **Professional Learning and Other Activities**

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. (ESEA section 11149b)(7)(iii)(V)).

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No Answer Entered

#### **Strategies to Assist Preschool Children**

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

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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Prior to the start of the school year, administration will review the school improvement funding allocations. School administration and Instructional coaches will meet monthly ensure resources are allocated based on need, researched based, on the district approved curriculum/resources list, and aligned to state standards. Additionally, school improvement funding allocated for after school tutoring will also be reviewed with district office and school administration personnel in the first semester to ensure resources are allocated based on need.

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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Timeline during school: August 2024 - May 2025

Timeline for after school tutoring: October 15 – December 17, 2024; and January 14 – May 1, 2025

To address the specific needs in reading, according to FAST PM3 data from 2023-24 and PM1 for 2024-25; we will utilize Read 180 in all Intensive Reading classes and Achieve 3000 for direct instruction during after school tutoring.

To address the specific needs in math, according to FAST PM3 data from 2023-24, FAST PM1 data for 2024-25, and IXL math diagnostic assessment data; we will utilize IXL for math in all standard math classes and during after school tutoring. Direct instruction during tutoring will be driven from FAST data (mentioned above), class summative assessments, and quarterly common summative assessments.

Tutoring will take place 2 days a week (Tuesday/Thursday); 1.5 hours per day; for 16 days during semester 1; and 27 days during semester for ELA and Math



## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00