School Improvement Plan
2024 - 2025

Richmond County
Murphey Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Richmond County
School Name	Murphey Middle School
Team Lead	Dr. Bettina Kyler
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Tier I instruction Across Content Areas
Root Cause # 1	Majority of learners scored at the beginning level in all areas of the GMAs.
Goal	During the 2024 - 2025 SY, teachers will use specific instructional strategies during Tier 1 instruction to move 35 percent of students into the next performance band as determined by GMAS.

Action Step # 1

Action Step	Through collaborative planning, teachers will increase their content knowledge and select appropriate instructional strategies for Tier 1 instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	100% of teachers will attend weekly collaborative planning to learn about instructional strategies.
Method for Monitoring Effectiveness	80% of students will show an increase on their common assessments
Position/Role Responsible	Dr. Denson
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Instructional Specialists will conduct weekly coaching cycles to support tiered teachers' needs and tailor professional development/learning to improve the use of Tier 1 instructional strategies.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	All teachers will be coached by IS based on their tiered status
Method for Monitoring Effectiveness	80% of students will show an increase on their common assessments.
Position/Role Responsible	Patrice Joshua & Ashley Noble
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Teachers will create and administer weekly common assessments to monitor the effectiveness of instructional strategies.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation	100% of teachers will create, administer and analyze common assessments.
Method for Monitoring Effectiveness	80% of students will show an increase on their common assessments.
Position/Role Responsible	Patrice Joshua & Ashley Noble
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Tier 2 instruction Across Content Areas
Root Cause # 1	Teachers need to provide differentiated instruction and strategies to students across all content areas.
Goal	During the 2024 - 2025 SY, Murphey will implement a 45 minute structured intervention block to provide specific instructional strategies during Tier 2 instruction to move 35 percent of students into the next performance band as determined by GMAS.

Action Step # 1

Action Step	Establish the logistics (expectations, students selection, schedule, data, materials, curriculum) of the intervention block.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Admin team will create a checklist to ensure that all logistics have been completed and shared.
Method for Monitoring Effectiveness	100% of teachers will know their students' baseline data and logistics for implementation of the intervention block.
Position/Role Responsible	Lofland
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Provide training and professional learning on intervention block to include (iReady program, instructional strategies, data analysis) to establish expectations and use of instructional strategies
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Admin team will create the professional learning calendar and expectations. Admin team will conduct observations to ensure that 100% of teachers are implementing strategies as evidenced by eWalk observational tool
Method for Monitoring Effectiveness	100% of teachers will participate in all training and PL for intervention block implementation as evidenced by sign-in sheets. 100% of teachers will include instructional strategies during instruction as evidenced through lesson plans.
Position/Role Responsible	Lofland
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Teachers will put into practice the daily intervention block with fidelity
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Homeless English Learners Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Admin team will conduct observations to ensure that 100% of teachers are implementing the expectations of the intervention block as evidenced by eWalk observational tool
Method for Monitoring Effectiveness	100% of students will show show at least 3-5% growth on their iReady diagnostics.
Position/Role Responsible	Lofland
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Monitor the intervention block to determine the effect on student growth
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Admin team will conduct observations and data reviews to ensure that 100% of teachers are implementing strategies as evidenced by observational tools
Method for Monitoring Effectiveness	100% of students will show show at least 3-5% growth on their iReady progress monitoring.
Position/Role Responsible	Lofland
Timeline for Implementation	Monthly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Parent and Student Participation and Engagement
Root Cause # 1	Low parent participation on surveys from academic nights and student learning activities.
Goal	By the end of the 2024-2025 SY, parent engagement and participation will increase by 25% according to parent survey results and parent attendance at academic activities.

Action Step # 1

Action Step	Collaborative planning teams will increase parent participation by establishing Quarterly Student-Led conferences.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	25% of parents will attend and participate in the quarterly Student-Led conferences according to sign-in sheets.
Method for Monitoring Effectiveness	80% of students will reach their academic goals as determined by student data notebooks.
Position/Role Responsible	Leadership Team/Parent liaison
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	The school will implement monthly Academic nights to increase parent participation and engagement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	25% of parents will attend and participate in the monthly Academic nights according to sign-in sheets and surveys.
Method for Monitoring Effectiveness	70% of students will report positive school experiences as evidenced by the Panorama Survey.
Position/Role Responsible	Leadership Team/Parent Liaison
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Input was received from stakeholders during face-to-face meetings held in the spring along with surveys that were shared with all stakeholders. In June of 2024, the Leadership Team worked together to review last year's plan and the data (including Stakeholder surveys) for this year's plan. Members Leadership were involved in the evaluation of data (Annual State assessments, local screeners, local tests for mastery, and other pertinent data points). The plan will be brought back to the school for all faculty and staff to review and to share input. The plan will then be shared with school stakeholders for feedback.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	The Human Resources and Federal Programs Departments of the Richmond County School System collaborate to ensure that children enrolled in Title 1 schools are not served at disproportionately high rates by ineffective, out-of-field, or inexperienced instructors. We will look at the School Improvement Dashboard equity data, which includes data factors about teacher effectiveness, experience, and background provided at the district and school level. We concentrate on identifying disparities, assessing district and school systems and programs that may have contributed to these injustices, and then adopt strategies/activities to alleviate those inequities. Our district improvement plan, which will include an equity component and improvement goals, will address the observed gaps. In addition, we assist school leaders in the scheduling process by giving statistics to help them make the best scheduling decisions for student achievement. To recruit elite talent, we conduct various career fairs, offer a virtual fair, attend college and university fairs, and use technology avenues. We also operate our Grow Your Own initiative in collaboration with our local university's Teach Richmond program. We also used a PQ ESSA automated software to offer certification information, out-of-field status, and teacher suggestions for specific courses. The department of communication assists schools with branding and provides professional development to school interview panels.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the	The media specialist will catalog books according to lexile levels. Students will then select a book on their lexile using I-ready lexile data. They will proceed to take an AR quiz where they accumulate points to reach their AR goal. Students and teachers can track their progress inside the Renaissance platform. The media specialist sends progress reports monthly to update teachers of students' goals.

most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	The RCSS will not have any Title I targeted assistance schools during the 2024- 2025 school year.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	N/A

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	The CTAE Department will work closely with the Student Services Department to ensure middle school students (8th grade) and high school students (10th grade) are assessed using YouScience. This performance measure will help identify interests, natural talents, and aptitudes to assist the students in selecting a high school pathway that aligns to individual student data. Additionally, we will ensure visits by high school representatives to the feeder middle schools to share information about the various career pathways with 8th grade students, facilitate 8th grade tours to high schools, and continue to host Career Days/Fairs for both middle and high school students. During the master scheduling process, the schools are asked to schedule a feeder school visit from one grade level to the next to assist in making informed course selections. For example, schools coordinate opportunities for 5th graders to visit middle school and 8th graders to visit high school.

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	In addition, RCSS is investing in Positive Behavior Interventions and Supports (PBIS), for all students. The PBIS Framework is being implemented in a number of schools across the district, with the remaining schools implementing "Essential Features of School Wide Behavior Expectations, through the lens of PBIS". The expectation is that over time, with training and coaching, all RCSS schools will implement the PBIS Framework. A PBIS District Data Team in the Office of School Climate regularly monitors discipline data for all schools and student subgroups, communicates with various stakeholders, including community members and members of the Department of Juvenile Justice, and work collaboratively with the CSRA RESA School Climate Specialist, to provide professional learning and coaching, to administrators, coaches and teachers. The PBIS Coaches (each PBIS School has a coach), attend monthly meetings with PBIS Coordinator to monitor discipline practices, receive professional learning, and collaborate and action plan around best practices. The PBIS Schools hold monthly PBIS Team meetings to solve problems around discipline data and action plans to ensure continued positive outcomes. A minimum of two times a year, the District PBIS Leadership

	Team also hosts meetings with all stakeholders to analyze system-wide discipline data trends and create Action Plans based on data outcomes. MTSS Facilitators are working closely with teachers and school administrators to help students get the assistance that they need. Student engagement is an effective way to negate discipline issues. One form of engagement is ensuring that students have the use of technology within the classroom. In addition at Murphey Middle School, we have the Men In Training for our male students and Pearls for Girls for our female students that mentor them in daily life skills.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	The Murphey Middle School Improvement Plan has been intentionally and purposefully planned to ensure we are serving the whole child daily through instruction and school related activities. We are also striving to increase parental involvement as well as rebrand the Murphey name throughout the CSRA community. By implementing these processes, in addition to strengthening Tier I instruction, we will impact student achievement on a daily basis at Murphey Middle School.