

Executive Summary

Charles P. Murray Middle school has been designated as a School of Progress for the 2008-2009. The school exhibited “high growth” under the requirements of the state ABC accountability program but did not meet the federal AYP requirements under NCLB. The school for two consecutive years has failed to meet AYP requirements in math for students with disabilities and is currently in School Improvement. Parents were provided the opportunity to have their child be selected to attend another school within the district. Murray had three students to select this option.

The state re-normed the reading tests this year which resulted in a significant decrease in reading proficiency. The overall reading composite score is 64.2% with 69% proficient in 6th grade, 59.3% proficient in 7th grade and 65.3% proficient in 8th grade. The overall math composite score is 77.2% with 71.9 % proficient in 6th grade, 73.2% proficient in 7th grade, 78.7% proficient in 8th grade and an overall 74.6 % proficient which represents an increase of 2.3 percentage points. Writing was 65.2 % proficient and increase of 6.7 percentage points from 2007. There continues to be a significant gap between the performance of white and black students. Black students were 46.1% proficient in reading and 52.6% in math while white students were 66.2% proficient in reading and 78% in math.

Additionally, the disparity in the rate at which white and black students were suspended continues. During the 2007-2008 school year black students were suspended at a rate of 21.5% of the population and white students 10.8% of the population. This represents an increase for both groups who were suspended at a rate of 19% of the population (black students) and 7.53% (white) of the population during the 2006-2007 school year.

In an effort to address both academic and behavioral needs of students, the Student Services department has been restructured. Two of the three counselors will focus on students needing universal supports (supports to benefit typical students) while the third counselor will work with students needing secondary (supports needed for those not responding to universal supports and may have moderate academic or behavioral concerns) and tertiary supports (supports needed for those not responding to secondary supports

and may have severe behavioral and academic concerns/deficits). Additionally, the school social worker will act as the suspended student coordinator and will be the point of contact for parents with suspended students and agencies serving these students. Additionally, he will track students for at least two weeks monitoring their progress after returning from suspension. A behavior specialist position has been added to assist with students currently in the Problem Solving Model (PSM) and in need of secondary and tertiary supports but who are not identified through Special Education and related services. All supplemental services provided to students will be implemented on a tiered system and students with special needs will be identified as either targeted (level 1 or 2) priority (present in one or more subgroups), targeted priority (level 1 or 2 and present in one or more subgroups or disenfranchised (those students who may be proficient but are not connected with the school). Differentiated services will be provided to these groups depending on level of need and intervention.

In an effort to support continued teacher growth, a comprehensive staff development plan will be created. Opportunities will be based on information provided from the results of the professional development planning rubric. The rubric will be used to assess current practices and needs. Resources from the instructional support team and professional development department in conjunction with other tools will be used to deliver quality, informed and effective professional development.

As a Title 1 school, we have adopted a formal parent involvement policy. Components of the plan include an annual meeting held to inform parents of the school's participation in the program and parents participating in the planning, review and improvement of the policy. Additionally, parents will be involved in planning and review of the Title 1 and School Improvement Plan. Regular meetings will also be held to update parents on student progress and topics related to student success. The school will utilize multiple resources such as Title 1 parent nights, parent liaison, website announcements, home mailings, quarterly newsletter, email updates, calling system and open houses for maximizing two way communications.

In review of the results from the 2008 NC Working Conditions Survey, teachers rated professional development, facilities and resources more positively than both the district and state averages.

Leadership, time and decision making were rated below the state and district. Responses from the Survey will be analyzed by the leadership team and used as a tool for formulating goals related to school leadership, decision making and time. We value the input of our teachers and recognized that improvement must be a collective effort.

It is our belief that through better differentiated services and progress monitoring of student performance we can increase our overall student achievement, close the achievement gap and achieve AYP for all student subgroups.