

# EXECUTIVE SUMMARY for Charles P Murray Middle School: INSTRUCTIONAL IMPROVEMENT PLAN

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## COMMUNITY BUILDING:

- Students will be authentically engaged at least 90% of the time.
- 6th Grade will focus on implementing the PBIS program to explicitly teach and reinforce behavior expectations in every school setting.
- All staff members will use and refer to the ABE Discipline System as a means of behavioral communication and tracking.
- The Murray ISS two-tier program will be utilized to meet the needs of at-risk and disenfranchised students.
- Faculty and staff will communicate academic and behavior expectations to students as evidenced by routines and procedures in place.

## INSTRUCTION:

- Teachers will post clear learning targets for daily lessons
- Teachers will ask questions reflective of the Revised Bloom's Taxonomy to promote critical thinking and problem solving daily
- Teachers will ask questions reflective of the Webb's Domains of Knowledge in their instruction daily
- Teachers will integrate appropriate technology and learning styles into instruction.
- Teachers will implement relevant, meaningful and rigorous instruction 85% of the time
- Administration will walk through classrooms daily
- Administration and Instructional Coaches will provide teachers with meaningful feedback on instruction and planning.

## CONTENT PLANNING:

- Teachers will collaboratively plan once a week with grade level curriculum areas.
- Administration will participate in the collaborative planning process.
- Teachers will develop common assessments.
- Teachers will plan cross-curricular units and lessons.
- Teachers will analyze student achievement data.
- Teachers will plan lessons that area aligned with the NCSCOS and designed to meet the school improvement goals.
- Teachers will design lessons that are differentiated in nature to meet the learning needs of all students in their classrooms.
- Administration will provide support to teachers in planning and within the classroom.

## ASSESSMENT for LEARNING:

- Teachers will use a variety of formative and summative indicators and benchmarks to evaluate students' progress, such as, exit tickets, rubrics, etc.
- Teachers will utilize EVAAS, previous EOG scores and SchoolNet assessments to adjust instruction and guide remediation placement.
- Teachers will develop and utilize common formative assessments to guide instructional planning.