


## 2023-24 Murray High School -- Student Success Plan (SSP)

<p><b><u>Overarching School Goal</u></b>                  Increase graduation rate to 82% (currently at 78.3%)                  Supported by:</p> <ul style="list-style-type: none"> <li>● Equal to or greater than State average on ASPIRE test for Sophomores</li> <li>● Equal to or no less than 1% of state average on ACT percent meeting all four benchmarks....OR at least 62% of students earning an 18+ composite score.</li> <li>● Yearly increase in AP/CE participation and CTE pathway concentrators/completers</li> <li>● Decrease in student yearly failing rates</li> </ul>	<p><b><u>School Vision:</u></b>                  MHS is dedicated to every student’s academic &amp; personal success</p> <ul style="list-style-type: none"> <li>❖ Every Student</li> <li>❖ Every Opportunity</li> <li>❖ Every Day</li> </ul> <div style="text-align: right;">  </div>
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<p><b>Murray Academics</b></p> <p><b><u>Problem Statement</u></b>                  Proficiency percentages as referenced in the 2022 State Accountability Report for math, science, ELA, ACT, and readiness coursework are ongoing areas of improvement and we believe all Murray students are capable of higher achievable capacity.</p> <p><b><u>Academic Performance Goals</u></b></p> <ul style="list-style-type: none"> <li>● Teachers will work to reduce the number of students failing by at least 3 per class each term over the previous year. School failing rates will decrease by at least 5% each term.</li> <li>● We will maintain or increase our college/career readiness score (currently at 78.7%) to meet or exceed state average (currently at 80%).                         <ul style="list-style-type: none"> <li>○ AP/CE/CTE enrollment leads to a higher predictability for graduation.</li> </ul> </li> <li>● Meet or exceed state average in ACT 18+ Readiness Score (MHS = 60%, State = 62%)</li> </ul> <p><b><u>Academic Learning Goals:</u></b>                  Teachers Will...</p> <ol style="list-style-type: none"> <li>1. Collaborate in data-driven, PLC teams to identify objectives (essential standards), set timelines, develop CFA's and SLOs, analyze data, and plan intervention (re-teaching) and retake opportunities.</li> <li>2. Incorporate high quality in instructional strategies including:                         <ul style="list-style-type: none"> <li>- Posting Objectives (I can...) with <i>learning targets</i> based on identified essential standards.</li> <li>- Providing a variety of opportunities to respond, consistent feedback, and engagement strategies related to learning target (do, make, say, or write).</li> <li>- Grading by design, focusing on learning, proficiency and opportunities to improve understanding. Clear communication of proficiency levels to students/parents.</li> <li>- Implementation of research and informational gathering strategies in library/media</li> </ul> </li> <li>3. Provide scaffolds/accommodations related to literacy activities for struggling readers, students with IEPs, and ELL students.</li> <li>4. Implement an after school “I” grade program. This program will be used to help students who are off track receive an “I” grade and then contract with their teachers to complete the work and remove the “I” grade. Funding will be provided to compensate teachers who spent extra time helping students finish and remove their “I” grades.</li> <li>5. Data driven decisions including the use of proficiency-level DMS platform e.g. Illuminate</li> </ol>	<p><b>Murray School Climate</b></p> <p><b><u>Problem Statement</u></b>                  Survey data shows that the students want to be successful, but they are tired, stressed and/or overwhelmed which leads to disengagement and/or poor attendance.</p> <p><b><u>School Climate Performance Goals</u></b></p> <ul style="list-style-type: none"> <li>● Achieve average quarterly attendance rate of 90%</li> <li>● Achieve average quarterly attendance rate of 90% during Flex Class.</li> <li>● Reduce student suspensions over previous year.</li> <li>● <i>Increase/maintain “agree” feedback on student stakeholder surveys to 90%</i> <ul style="list-style-type: none"> <li>☑ #3 My teacher is positive and cares about me (90% agree of 481 in 21-22). This is a 10% increase over 2020-21 scores</li> <li>☑ #4 My teacher believes that I can be successful and encourages me not to give up when things get difficult ( 88% agree of 481). This is a 3% increase over 20-21’</li> </ul> </li> </ul> <p><b><u>School Climate Learning Goals</u></b>                  Teachers Will...</p> <ul style="list-style-type: none"> <li>● Support a positive, caring environment in their classrooms</li> <li>● Align their classroom rules and expectations to the Spartan SPAR expectations and explicitly teach them in their classes. Include S.P.A.R. expectations in their disclosures.</li> <li>● Use Tier 1 and 2 behavior interventions in classrooms to support positive learning environments</li> <li>● Use Hall passes to create safe, orderly halls during class time</li> <li>● Recognize students with PBIS SPARTAN Cards, Spartan postcards or other positive notifications when students consistently demonstrate S.P.A.R. expectations, or meet academic achievement goals.</li> <li>● Utilize SLT (department leader) to communicate and coordinate with administration</li> <li>● Support PLT and Student Government school wide awareness campaigns</li> </ul> <p>Admin/Counselors and/or Support Mentors Will...</p> <ul style="list-style-type: none"> <li>● Meet with every student to create a CCR plan</li> <li>● Track students not on-track to graduate.</li> <li>● Implement credit-remediation plan for students deficient in required credits, including use of Digital Learning Lab, School Success, and Summer remediation opportunities.</li> <li>● Address and provide support for student mental health issues as needed.</li> </ul>
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6. Utilize technology to meaningfully engage students and enhance curriculum, including effective use of CANVAS and CANVAS tools.
7. Plan interventions for below proficient students, including the use of SPARTAN FLEX time by incorporating a FLEX Hall pass system where students can request their teachers during Flex time and vice versa. Parents will also be able to track their students and what teachers they are going to.
8. Murray High will implement a Stage Technology class to bring diverse learners into a real world application class. Students will not only learn advanced skills in lightning, sound, stage tech, hydraulics etc, they will also be able to use these skills to compete across the state for scholarship opportunities. A Stage Tech Mentor will be funded to provide the adequate training and support that students will need.
9. Murray High will establish strategies to increase proficiency/graduation rates and enrollment in AP/CE/Tech courses by:
  - Focusing on department presentations, communicating program benefits and opportunities to feeder junior highs and the Murray community.
  - Offering ACT review courses and classes during the school year
  - Providing co-taught classes in Math and Science, and providing additional support for English Language Learners, including support aides and appropriate English Language Development instruction based on students' World-class Instructional Design and Assessment (WIDA) scores.
  - Funding before and after school math tutoring labs
  - Ongoing funding of advanced level courses
  - Provide funding for the Robotics competitions and the advisor.

- Utilize SST referral and coordination for targeted intervention, including attendance tracking
- Develop student case-loads for assigned mentors and Tier 3 academic support.
- Provide Academic/Citizenship incentives each term (Spartan Strong)
- Monitor halls and other non-classroom areas frequently for safety.
- Provide a transparent website where parents, students and patrons can find important and pertinent information quickly and effectively. Murray will provide a Website Manager to make sure this is done weekly/bi-weekly.

<b>Expenditure TSSA</b>	<b>Approximate Cost</b>
● 2.0 FTE (ELL Study, STEM, CTE/CE, Class Size Reduction, Stage Tech)	\$192,000
● After School Math Lab Support	4000
● Co-Teacher Stipends	\$4,000
● Technology Upgrades	\$5,000
● STEM/Media Aide Support (testing center, library, etc.)	\$11,000
● Professional Development	\$5,000
● PD Coordinator Stipends	\$1,000
● SLT Stipends	\$8,000
● PBIS Incentives	\$2,000
● Website Manager	\$2,000
● Robotics Equipment	\$1,500
● Robotics Coordinator	\$1,000
● Flex Technology	\$3,800
● After School "I" Grade Coordinator	\$6,000
● Stage Tech Mentor	\$5,000

**TOTAL**

**\$251,300**