



2024/2025 McMurray Middle School Improvement Plan

McMurray teachers and counselors worked diligently to create welcoming, inclusive spaces both in the classroom and in co-curricular opportunities. Our goal is that all students feel connected, have a sense of belonging, and a voice in their school. We will be monitoring the qualitative data that indicate that our students perceive a supportive learning environment, have a positive future orientation and positive indications of belonging and identity. We will continue our School Leadership Team (SLT) this year, made up of staff, student leaders and parent voices. This team reviews quarterly data and works to respond to student voices and solutions throughout the school year.

Our Shared Beliefs:

1. We believe that learning is a joyful act that sparks each student's unique imagination.
2. We believe that a sense of belonging and feeling valued increases trust and learning.
3. We believe that equal outcomes for every student, without exception, is Vashon's collective responsibility.
4. We believe that our students must have a voice and see themselves in their schooling.
5. We believe that sustained connections with families and communities build thriving schools.

McMurray Middle School teams engaged in professional development focused on incorporating inclusive practices and a Universal Design for Learning (UDL) approach in classrooms. The goal of a UDL approach is to provide students with multiple means of representation, expression, and expression within the classroom, so that their own unique skills and learning can be demonstrated. Teams also worked to identify gaps both in academic areas (math and literacy) and social emotional areas with our students and set focused instructional goals to close these gaps, particularly our equity priority groups.

Our partnerships with Journeymen, Sisterhood, DOVE, Vashon Nature Center, and Vashon Allied Arts continue to provide rich augmented opportunities for our students and we look forward to deepening these partnerships in an even more authentic way. These partners provide valuable expertise that support the goal of both creating spaces where students are connected and have a voice as well as providing social emotional and mental health support.

Our promise, **"Every student is welcomed, known, and treasured, and graduates confident and competent to thrive in a future they imagine,"** guides our commitment to the success of every student. We strive to create a school where all students are academically challenged and feel like they belong. Our joy is to know every student as an individual and to provide each student with the tools and learning opportunities they need to prepare for both college and career. When our McMurray students move to the 9th grade, there is no limit to their opportunities.

It is our collective commitment to have equal outcomes for all students over the life of our current plan. For the 24-25 school year, we are committing to a growth target for all Student Groups. "Every Student = 100% of All Students"

GOALS FOR STUDENT SUCCESS	ANNUAL IMPROVEMENT TARGET - MEASURES
BUILDING GOAL #1 (SPG2): Thriving Students <i>Nurturing safe, engaging, equitable school community</i> Every student will feel safe, supported, and engaged as learners; empowered to use their voice to advocate for equitable treatment and social justice; and grow as informed global citizens.	2024/25 - Annual Target <ul style="list-style-type: none"> ○ Increase # of students who report a supportive learning environment from 13/20 (60%) to 15/20 (75%) ○ Increase # of students who report a sense of belonging from 14/20 (70%) to 17/20 (85%) (Data Reviewed in Fall 2024) Aligned building specific strategies: <ul style="list-style-type: none"> ● <i>In partnership with Neighborcare Health, implement a screening tool for all students, assessing and responding to their mental health and social emotional needs.</i> ● <i>Increase our classroom practices around community building, supporting student identities, and empowering student voice through our student advocacy groups.</i>
BUILDING GOAL #2 (SPG3): Critical Thinking & Mastery Learning <i>Acquiring core knowledge, skills, and disposition</i> Every student will own their learning, display creativity and confidence in problem-solving, and demonstrate competence in the core learning standards.	2024/25 - Annual Target <ul style="list-style-type: none"> ○ Increase # of all 8th grade students who achieve proficient or better in English/Language Arts from 14/20 (70%) to 16/20 (80%) ○ Increase in # of students with disabilities who achieve proficient or better in English/Language Arts from 5/20 (41.2%) to 10/20 (50%) ○ Increase in # of Hispanic/Latino students who achieve proficient or better in English/Language Arts from 0/20 (0%) to 8/20 (40%) Aligned building-specific strategies: <ul style="list-style-type: none"> ● <i>Deepen our Universal Design for Learning (UDL) & Culturally Relevant Teaching (CRT) practices cultivate student engagement, promote purpose and relevance, and foster high-level thinking and questioning skills for powerful learning</i> ● <i>Continue to develop our Assessment Practices-Implement Mastery/Standards-based grading with increased focus on student reflection on progress toward standards</i>
BUILDING GOAL #3 (SPG3): Critical Thinking & Mastery Learning <i>Acquiring core knowledge, skills, and disposition</i> Every student will own their learning, display creativity and confidence in problem-solving, and demonstrate competence in the core learning standards.	2024/25 - Annual Target <ul style="list-style-type: none"> ○ Increase # of all 8th grade students who achieve proficient or better in Math from 12/20 (65%) to 15/20 (75%) ○ Increase in # of students with disabilities who achieve proficient or better in Math from 6/20 (33%) to 8/20 (40%) ○ Increase in # of Hispanic/Latino students who achieve proficient or better in Math from 6/20 (0%) to 10/20 (50%) Aligned building-specific strategies: <ul style="list-style-type: none"> ● <i>PLC teams focused on standards, data-informed decision-making and collaboration, with an increased emphasis on instructional growth through observation and feedback.</i> ● <i>Continue a school-wide commitment to inclusion and UDL practices for students served with multilingual and IEP learners, intentional homeroom Tier II intervention</i>
BUILDING GOAL #4 (SPG4): Successful Lifelong Transitions Every student will navigate critical transitions and experiences effectively.	2024/25 - Annual Target <ul style="list-style-type: none"> ○ Increase # of students who report a positive future orientation from 16/20 (80%) to 17/20 (85%) ○ Increase # of students who participate in developing a portfolio for student-led conferences from 18/20 (90%) to 19/20 (95%) Aligned building-specific strategies: <ul style="list-style-type: none"> ● <i>Continue to utilize CharacterStrong and other building-based Social/Emotional best practices to build student's engagement, sense of belonging and connectedness and future orientation.</i> ● <i>Enhance and refine the Student-Led Conference program that focuses on student growth, reflection and focus on career and college readiness.</i> ● <i>Refine and enhance our "McMurray Mentor" program to provide student leadership opportunity, peer support and a process of welcoming and grounding our new students.</i>