

Martin Murphy Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

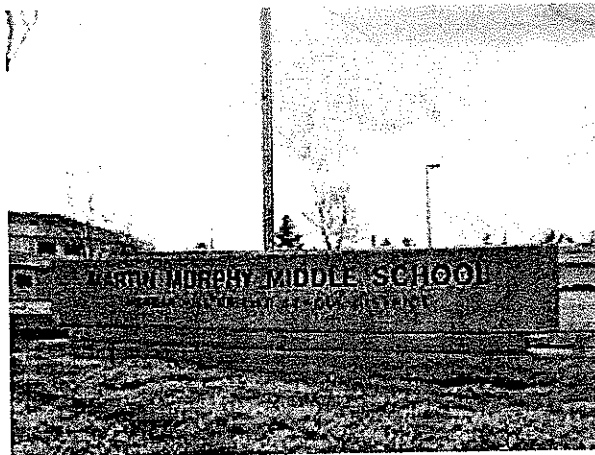
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Morgan Hill Unified	School Name	Martin Murphy Middle
Phone Number	(408) 201-6023	Street	141 Avenida Espana
Superintendent	Steve Betando	City, State, Zip	San Jose, Ca, 95139-1164
E-mail Address	betandos@mhusd.org	Phone Number	408-201-6260
Web Site	www.mhusd.org	Principal	Alex Aasen, Principal
		E-mail Address	aasena@mhusd.org
		County-District-School (CDS) Code	43695836100325

Last updated: 11/29/2017

School Description and Mission Statement (School Year 2017-18)

Murphy Middle School is a California Gold Ribbon School that is located in the northern tip of Morgan Hill Unified School District in the south area of San Jose. Our school is surrounded by the beautiful majestic mountains of Santa Teresa County Park. We have just over 700 sixth, seventh and eighth grade students engaged in a highly rigorous learning environment that promotes academic excellence.

Mission Statement: Martin Murphy is dedicated, in partnership with parents and the community, to constructing a rigorous learning environment where ALL students are empowered to achieve, use creative and critical thinking skills, develop a global perspective, and to model the core values of respect, responsibility, and safety.

School Vision: Our students will be prepared to succeed in a diverse, global society and to make meaningful contributions to our community. Students will become digitally literate, critical thinkers, collaborators, and problem solvers who can meet the challenges of the 21st Century. The students of Martin Murphy will demonstrate perseverance and grit so that they may achieve success in life and a variety of situations, including college and career.

School Slogan: "Success is no accident"

Martin Murphy teachers participate in a Professional Learning Community model that promotes the sharing of best practices across all curriculum, the implementation of school-wide technology and the reflection and analysis of student performance data and assessments. Our teachers meet weekly to review assessment data and utilize results to target student learning. This process ensures consistent monitoring and change to meet the needs of our students and promote academic achievement. All staff are trained on positive behavior supports to foster a positive school climate. Staff and students participate in OLWEUS bullying prevention curriculum, PBIS and Restorative Justice practices. Additionally, we partner with Discovery Counseling services to provide on-site therapeutic one-on-one counseling support. Team members from Discovery Counseling also instruct our 6th grade students in the Life Skills curriculum which prepares the students with skills they'll need for college and career success.

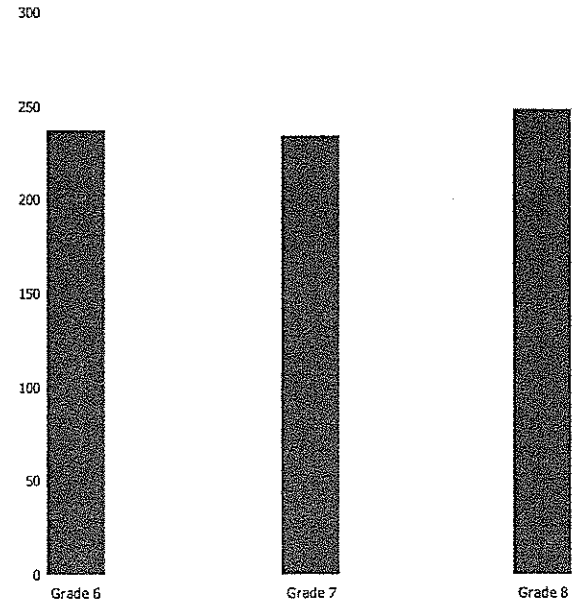
Each of our classrooms is equipped with a projector and Chromebooks that help increase student engagement, academic rigor, content mastery and 21st Century skills. All 7th and 8th grade students are assigned a Chromebook for their use as a student of Martin Murphy; 6th grade students have access to Chromebook carts in their classrooms. In addition to using Chromebooks daily in classes, students can extend their learning from home. Teachers lead project based lessons in our innovative learning center. Teachers are equipped with tablets to increase their interaction with all students in class. Also, we fund an after school homework center and math tutoring program.

We have expanded the Advancement Via Individual Determination (AVID) Program to include all grade levels at Murphy and offer classroom electives that encourage students to learn about higher education and to practice critical thinking that will lead them to success in college. Students visit the local high school and two colleges or universities each year to sample life in higher education and learn the path to success as well as the challenges presented by it.

Last updated: 12/7/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	237
Grade 7	234
Grade 8	248
Total Enrollment	719



Last updated: 12/18/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	0.4 %
Asian	16.0 %
Filipino	3.8 %
Hispanic or Latino	44.4 %
Native Hawaiian or Pacific Islander	0.7 %
White	28.7 %
Two or More Races	3.2 %
Other	0.7 %

Last updated: 12/18/2017

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	37.4 %
English Learners	8.6 %
Students with Disabilities	10.0 %
Foster Youth	0.4 %

A. Conditions of Learning

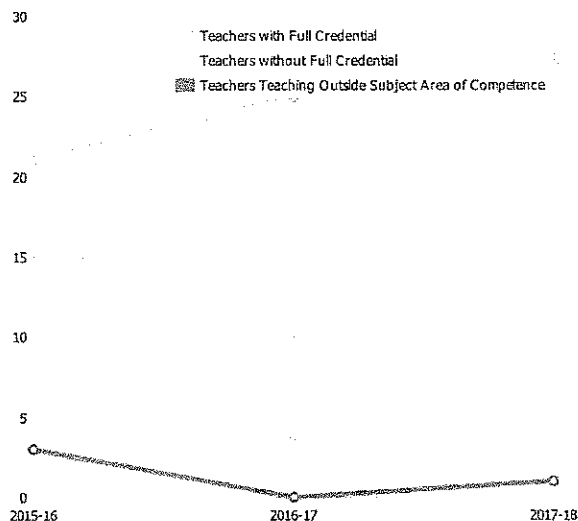
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

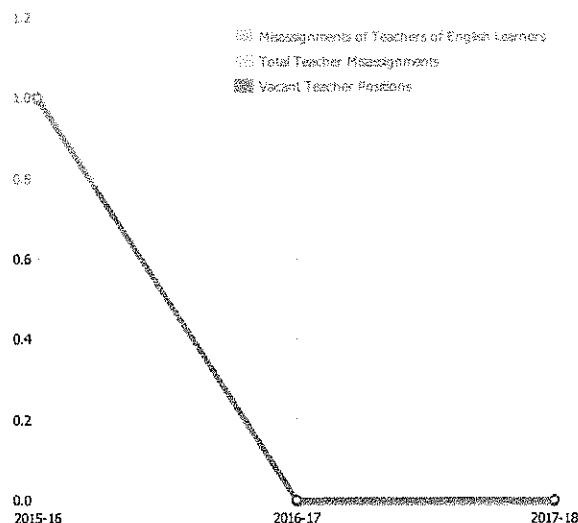
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	21	25	27	379
Without Full Credential	2	4	2	19
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	0	1	12



Last updated: 12/4/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	1	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/17/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education, Study Sync	Yes	0.0 %
Mathematics	College Preparatory Mathematics, Core Connections Courses 1-3, Gr. 6-8	Yes	0.0 %
Science	Glencoe/McGraw-Hill Science series	Yes	0.0 %
History-Social Science	McDougal Littell series	Yes	0.0 %
Foreign Language	Vista Higher Learning: Descubre Level 1	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/14/2017

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal

Our facilities were built in 1977. The school facilities include a library, cafeteria, gymnasium, music room, technology center, and 25 classrooms. In our field area of the school, we have a large blacktop area with several basketball courts, a standard size track field, and an open grass area.

The courtyard has been regraded and resurfaced and new shade structures installed.

As part of the Measure G Bond funds, Martin Murphy was the first campus to receive the technology infrastructure upgrade which included campus wide WiFi, new phone system and a new clock/public address system and all students were issued a Chrome book. The entire campus was re-roofed in the summer of 2014.

The interior center area of the campus was converted into the District's first innovation center. All classrooms received new ceiling tiles, paint, all carpet was removed and VCT installed summer 2016. All rooms also received a projector and teachers received tablets to cast with the projectors.

The gym received new interior paint and a new wood flooring was installed beginning summer 2016.

Last updated: 12/7/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New HVAC units installed 2011
Interior: Interior Surfaces	Good	New flooring, interior paint and gym floor summer 2016
Cleanliness: Overall Cleanliness, Pest/Vermis Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof replaced 2014
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Good
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Last updated: 12/7/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	46%	55%	53%	52%	48%	48%
Mathematics (grades 3-8 and 11)	39%	43%	43%	42%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/18/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	712	711	99.86%	54.85%
Male	348	347	99.71%	44.38%
Female	364	364	100.00%	64.84%
Black or African American	15	15	100.00%	60.00%
American Indian or Alaska Native	--	--	--	--
Asian	114	114	100.00%	82.46%
Filipino	26	26	100.00%	76.92%
Hispanic or Latino	318	318	100.00%	35.53%
Native Hawaiian or Pacific Islander	--	--	--	--
White	202	201	99.50%	64.68%
Two or More Races	22	22	100.00%	63.64%
Socioeconomically Disadvantaged	271	271	100.00%	32.84%
English Learners	163	163	100.00%	32.52%
Students with Disabilities	70	70	100.00%	14.29%
Students Receiving Migrant Education Services	20	20	100.00%	30.00%
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/18/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	713	711	99.72%	43.08%
Male	349	347	99.43%	39.02%
Female	364	364	100.00%	46.96%
Black or African American	15	15	100.00%	33.33%
American Indian or Alaska Native	--	--	--	--
Asian	114	114	100.00%	73.45%
Filipino	26	26	100.00%	61.54%
Hispanic or Latino	319	318	99.69%	20.89%
Native Hawaiian or Pacific Islander	--	--	--	--
White	202	201	99.50%	57.71%
Two or More Races	22	22	100.00%	59.09%
Socioeconomically Disadvantaged	272	271	99.63%	21.93%
English Learners	164	163	99.39%	20.63%
Students with Disabilities	70	70	100.00%	--
Students Receiving Migrant Education Services	20	20	100.00%	25.00%
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/18/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	69.0%	60.0%	59.0%	62.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/18/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Percentage of Students Meeting Fitness Standards			
Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	26.6%	39.7%	3.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement and communication are essential to our school's success. Martin Murphy Middle School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

Parents are encouraged to visit our classrooms and attend various academic, and sporting events throughout the year. In addition, we encourage our parents to attend School Site Council and English Learning Advisory Committee meetings in order to provide feedback for making school decisions. Our Home and School Club is very instrumental in fundraising and supporting many school events and student learning. In addition, they provide a community venue for parent communication through monthly meetings.

Communication is further enhanced through regular newsletters, letters home, Home and School Club Facebook page, the Student/Parent handbook, school website, student report cards, Blackboard Connect automated phone calls and email. Translation is regularly provided for written and in-person communication. In addition, we hold a Back to School Night and Open House to further promote our school programs, student achievement and school success.

Parent Education Nights are each semester and cover topics such as Common Core, cyber safety, school technology, drugs and alcohol prevention, and college and high school readiness. There are principal coffee walks to give elementary parents tours and information about Martin Murphy starting in January. A 6th grade orientation night is held annually in January or early February to preview school programs and academics for incoming students.

Last updated: 12/7/2017

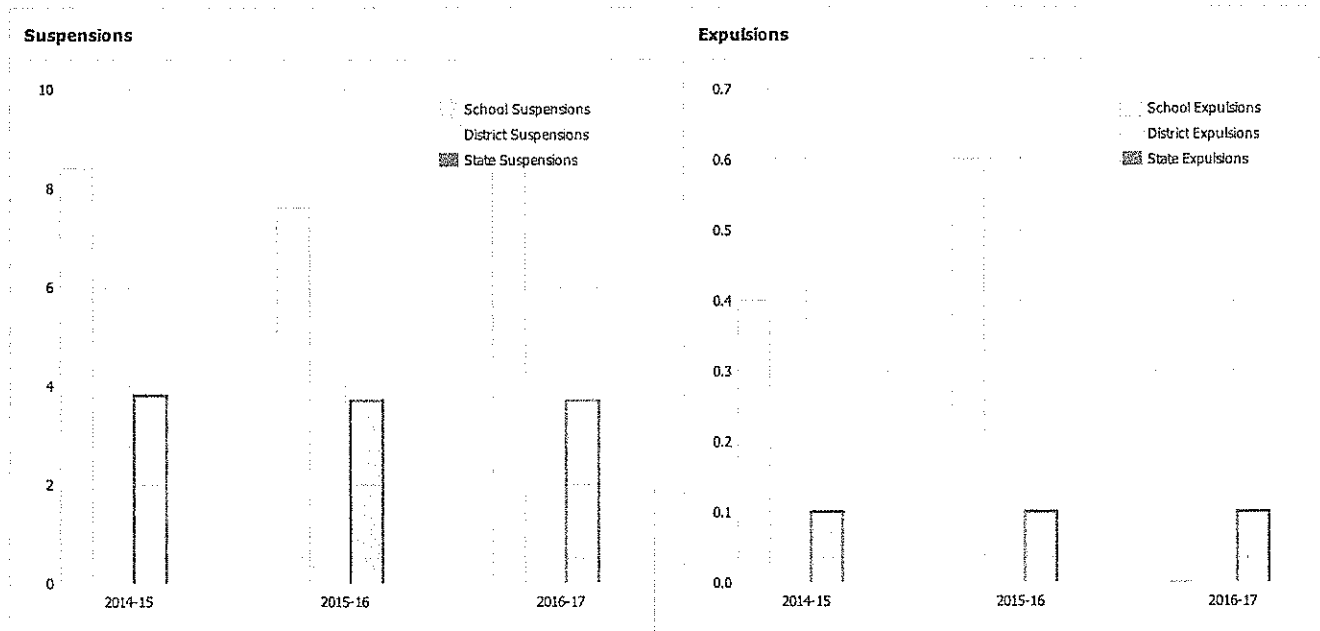
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.4%	7.6%	9.6%	3.8%	3.5%	4.2%	3.8%	3.7%	3.7%
Expulsions	0.4%	0.6%	0.0%	0.3%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/19/2017

School Safety Plan (School Year 2017-18)

The safety of students and staff is a primary concern of Martin Murphy Middle School. Before, during, and after school, responsibility for monitoring the campus is shared by instructional support staff and certificated staff. All visitors must sign in at the office and wear appropriate identification while on campus. We have a closed campus; students are not allowed off campus during the school day.

The comprehensive school safety plan has been designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. It was last revised in August 2017. The plan includes procedures for emergencies, individual staff responsibilities during an incident, exit routes, and inventories of emergency supplies. We make the plan available on our school Web site and keep copies in the office for parents. We ensure all staff is properly trained throughout the year. We practice fire drills and individual crisis drills throughout the year. An updated copy is available to the public at the school office.

School Discipline Practices and Positive Learning Environment

A positive learning environment is essential for student success. Martin Murphy Middle School works diligently to create the conditions that will allow students to reach their highest potential. Key areas of emphasis that promote a positive learning environment include: progressive discipline, student support programs, and social skill building and academic driven rewards activities. We have three school rules: Be Safe, Be Respectful, and Be Responsible. Our staff follows the School Wide Behavioral Expectations Teaching Method to support the school rules. In addition, we have a Peer Mediators program that teaches students conflict resolution skills. Martin Murphy is committed to the OLWEUS bullying prevention program which focuses on how bystanders can make a difference. Students spend time learning about bullying prevention in their history classes and at school assemblies. In conjunction with OLWEUS, students and staff can participate in Restorative Justice practices such as community building circles. Martin Murphy is a PBIS school where there are multi-tiered support systems. Students also participate in a variety of academic reward based events throughout the year. GPA clubs, end of year field trips, Academic Dances, Science Fairs, Career Days, Academic Rally's and Awards Assemblies are incorporated to support the academic effort of students.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	6	11	5	20.0	12	11	4	25.0	9	3	10
Mathematics	26.0	4	12	2	16.0	3	0	0	14.0	2	1	0
Science	31.0	1	6	8	29.0	3	6	7	32.0	1	4	11
Social Science	27.0	3	11	4	31.0	1	9	5	32.0	1	4	10

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/10/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0.8	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.9	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5296.5	\$29.4	\$5267.2	\$68161.0
District	N/A	N/A	\$7067.2	\$72134.0
Percent Difference – School Site and District	N/A	N/A	-29.2%	-5.7%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	-22.1%	-8.9%

Note: Cells with N/A values do not require data.

Last updated: 12/4/2017

Types of Services Funded (Fiscal Year 2016-17)

We receive funding for school improvement and curriculum through state and federal programs. The Live Oak Foundation of Morgan Hill offers grants and a local city foundation supports our athletic programs. Home and School Club raises funds through fundraisers, donations, and school events. Parents with businesses donate both funds and services to our school community.

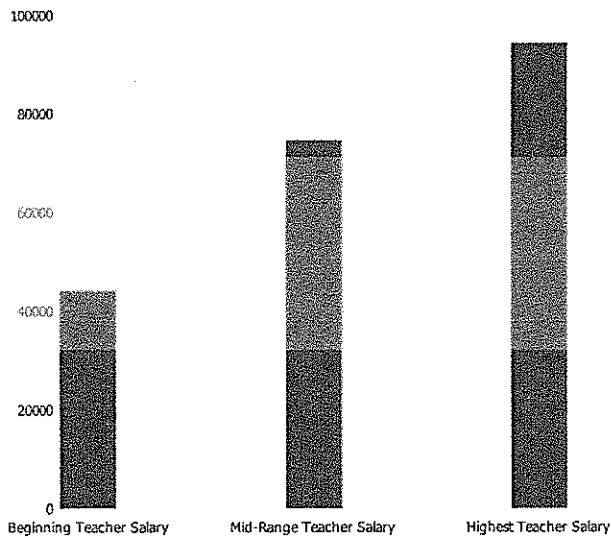
Last updated: 12/7/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

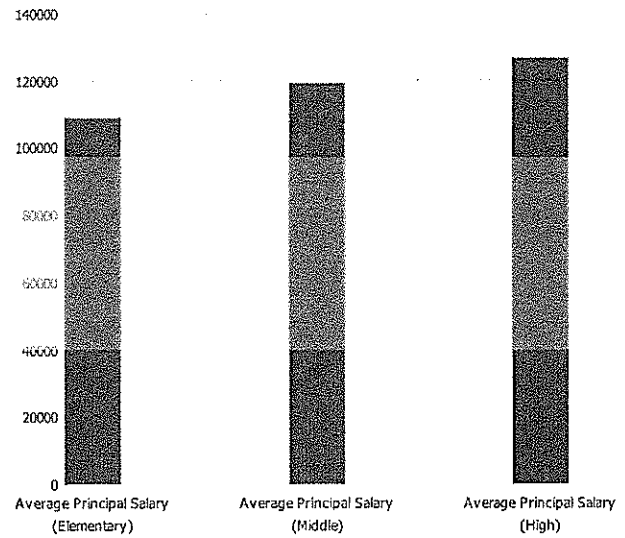
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,069	\$46,511
Mid-Range Teacher Salary	\$74,554	\$73,293
Highest Teacher Salary	\$94,334	\$92,082
Average Principal Salary (Elementary)	\$108,912	\$113,263
Average Principal Salary (Middle)	\$119,272	\$120,172
Average Principal Salary (High)	\$126,792	\$131,203
Superintendent Salary	\$230,587	\$213,732
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/10/2018

Professional Development

Professional development at Martin Murphy Middle School is designed to meet the individual needs of teachers as well as broader school goals. It is designed to assist staff members in refining existing skills and learning new skills to achieve district and state goals.

The professional development program is ongoing and clearly reflects the vision and mission of our school. Our Leadership Team members and teachers are committed to the ongoing practices of a Professional Learning Community Model. Our teachers analyze diagnostic, formative and quarterly assessment data to ensure accurate reflections of student academic growth. This information is in turn utilized to infuse learning strategies and best practices to increase levels of student proficiency.

Current trainings include: PLC yearly book study to research best practices. This year, our book is *A Repair Kit for Grading: 15 Fixes for Broken Grades*, by Ken O'Connor.

Our teachers observe each other during peer-to-peer visits and use these opportunities to improve on their teaching practices, gain support from their peers and share ideas. The site Technology Coach lead Technology User Groups for teachers. Additional training on the use of online learning tools and literacy supports have been scheduled throughout the school year. Selected teachers are also receiving professional development on *Constructing Meaning*. This 5-day institute will provide teachers with the lesson building skills and instructional tools needed to effectively support English Language Learners. Teachers can volunteer to pilot Restorative Justice in their classroom and attend paid after school trainings by the school's Restorative Justice Coordinator. Martin Murphy's PBIS Team attends quarterly meetings at the county office of education and meets regularly to reflect on the program, create documents or plan staff training. All teachers were trained on the OLWEUS bullying prevention program over the summer before school started and are given support throughout the school year by Martin Murphy's OLWEUS coordinator.

Last updated: 12/7/2017