

Bay District Schools

Mowat Middle School



2018-19 Schoolwide Improvement Plan

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Mowat Middle School

1903 W HIGHWAY 390, Lynn Haven, FL 32444

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

School Board Approval

This plan is pending approval by the Bay County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mowat Middle School's mission is to create an engaging learning environment that inspires all students to reach their full academic potential and become socially responsible citizens and life-long learners.

Provide the school's vision statement.

Our vision is to educate the students of today for the demands of tomorrow.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Sheffield, Ed	Principal
Walker, Cyndee	Assistant Principal
Hicks, David	Teacher, K-12
Lashley, Brad	Teacher, K-12
Smith, Mandeville	Teacher, K-12
Balmer, Betsy	Instructional Media
Guthrie, Mike	Teacher, K-12
McCutcheon, Julianne	Teacher, K-12
Miller, Nicole	Teacher, K-12
Buchanan, Courtney	Teacher, K-12
Davidson, Daniel	Dean
Hughes, Elizabeth	Teacher, K-12
Gillmore, Vickie	Dean
Skipper, Jeff	Teacher, K-12
Moore, Catherine	Teacher, ESE
Kelly, Mitch	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Each teacher member of the school leadership team represents a group of teachers of which they are a part (math, science, social studies, special areas, 6th grade, 7th grade, 8th grade, ASPIRE, reading, behavior team, and ESE). They meet in the summer to set the school calendar, review data, and collaboratively write the School Improvement Plan. In addition to these summer duties, they meet monthly to review data, review SIP goals, discuss faculty concerns and make recommendations for all of these. Each member has a vote to represent his/her group of teachers. Administration votes only in the case of a tie. These teachers serve as department chairs and assist in guiding the PLCs

within their departments as they weekly work on PLC goals, lesson plans, supporting the SIP, and determining how to remediation and enrichment strategies for students.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	64	92	89	0	0	0	0	245
One or more suspensions	0	0	0	0	0	0	51	40	46	0	0	0	0	137
Course failure in ELA or Math	0	0	0	0	0	0	13	14	10	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	0	0	0	114	106	76	0	0	0	0	296

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	60	58	48	0	0	0	0	166

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Thursday 7/19/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	66	59	62	0	0	0	0	187
One or more suspensions	0	0	0	0	0	0	50	56	42	0	0	0	0	148
Course failure in ELA or Math	0	0	0	0	0	0	6	11	6	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	0	0	0	108	78	69	0	0	0	0	255

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	56	45	42	0	0	0	0	143

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	66	59	62	0	0	0	0	187
One or more suspensions	0	0	0	0	0	0	50	56	42	0	0	0	0	148
Course failure in ELA or Math	0	0	0	0	0	0	6	11	6	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	0	0	0	108	78	69	0	0	0	0	255

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	56	45	42	0	0	0	0	143

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Lowest quartile in ELA. It is a trend.

Which data component showed the greatest decline from prior year?

Science.

Which data component had the biggest gap when compared to the state average?

Science.

Which data component showed the most improvement? Is this a trend?

No area showed improvement over the previous year. Social studies remained constant. This is not a trend for our school.

Describe the actions or changes that led to the improvement in this area.

We had no area of improvement.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	52%	54%	53%	58%	53%	52%
ELA Learning Gains	52%	54%	54%	59%	51%	53%
ELA Lowest 25th Percentile	44%	47%	47%	52%	45%	45%
Math Achievement	60%	61%	58%	68%	60%	55%
Math Learning Gains	63%	61%	57%	68%	60%	55%
Math Lowest 25th Percentile	59%	58%	51%	63%	56%	47%
Science Achievement	47%	51%	52%	52%	49%	50%
Social Studies Achievement	77%	76%	72%	74%	71%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	64 (66)	92 (59)	89 (62)	245 (187)
One or more suspensions	51 (50)	40 (56)	46 (42)	137 (148)
Course failure in ELA or Math	13 (6)	14 (11)	10 (6)	37 (23)
Level 1 on statewide assessment	114 (108)	106 (78)	76 (69)	296 (255)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	52%	51%	1%	52%	0%
	2017	53%	52%	1%	52%	1%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2018	49%	51%	-2%	51%	-2%
	2017	51%	50%	1%	52%	-1%
Same Grade Comparison		-2%				
Cohort Comparison		-4%				
08	2018	55%	58%	-3%	58%	-3%
	2017	56%	56%	0%	55%	1%
Same Grade Comparison		-1%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	50%	52%	-2%	52%	-2%
	2017	50%	49%	1%	51%	-1%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	58%	59%	-1%	54%	4%
	2017	60%	58%	2%	53%	7%
Same Grade Comparison		-2%				
Cohort Comparison		8%				
08	2018	51%	48%	3%	45%	6%
	2017	54%	46%	8%	46%	8%
Same Grade Comparison		-3%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	45%	49%	-4%	50%	-5%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	76%	1%	71%	6%
2017	76%	72%	4%	69%	7%
Compare		1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	91%	64%	27%	62%	29%
2017	98%	62%	36%	60%	38%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	62%	33%	56%	39%
2017	100%	60%	40%	53%	47%
Compare		-5%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	35	27	27	47	40	26	36	17		
ASN	57	55		80	63						
BLK	24	34	31	35	48	45	27	56	46		
HSP	59	65	71	61	68	50	41	73	60		
MUL	48	40	31	51	55	64		69			
WHT	60	58	53	68	67	71	52	85	68		
FRL	41	44	38	49	60	58	33	71	46		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	41	45	20	41	41	20	48	38		
ASN	77	72		85	76		70	80	90		
BLK	28	41	40	37	57	55	27	63	33		
HSP	50	64	75	64	79	80	38	77	50		
MUL	43	46	50	51	58	50	60	85	38		
WHT	61	55	51	68	65	70	56	80	71		
FRL	41	48	46	49	61	61	36	67	45		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title By implementing Mowat's Tier I behavior plan (GOLDEN), we will decrease the number of suspensions (ISS/OSS) by 5%.

Rationale We had 137 students last year who lost instructional time due to ISS or OSS. We had 166 students who had two or more indicators in the Early Warning System. These students are often those in our lowest quartile and thus count more than once in our school grade.

Intended Outcome Increase the instructional time for students with behavior issues by having all stakeholders follow the school-wide Tier I behavior plan (GOLDEN).

Point Person Jeff Skipper (skippjf@bay.k12.fl.us)

Action Step

Description During the first three days of school, all teachers will teach the GOLDEN (Good manners, Optimistic, Leadership, Diligence, Encouraging, Nobility) expectations to the entire school. The lessons will be extended to an additional 6 periods during our enrichment period (30 minutes). Additionally, one period a month, we will incorporate the state character traits into an enrichment lesson. GOLDEN lessons will be retaught to individual students on an as needed basis throughout the school year. Students will earn GOLDEN tickets for following the expectations. The tickets can be redeemed at a school GOLDEN store. Each classroom will have a poster with overall school expectations (be respectful, be responsible, be a GOLDEN Mustang) and the teacher actions for whenever a student is not meeting these expectations.

The School Leadership Team and administrators will mentor the lowest quartile ELA students who in the EWS who have two or more indicators. The idea is to keep our most needy students in the classroom.

Person Responsible Mike Guthrie (guthrma@bay.k12.fl.us)

Plan to Monitor Effectiveness

Description During the enrichment period, one of the teachers who monitors the school store, will be tracking the number of tickets redeemed and for which expectation it was received. We will be monitoring the number of incidents of ISS and OSS.

Person Responsible Vickie Gillmore (gillmvd@bay.k12.fl.us)

Activity #2

Title	Teachers in all subject areas will focus on real world problems, problem solving skills, and primary documents to increase literacy as shown on common assessments and/or by MAP data.
Rationale	In the majority of the reported FSA testing categories, our scores went down. We believe that the rigor needs to be increased across the board to reverse the trend. We also need to work on engagement and believe that if students see how what they are learning in school ties into events and topics out of school, they will be more interested and perform better on the tasks we set for them.
Intended Outcome	For students to be able to apply topics from their school curriculum to the larger world outside of the school setting. We hope that students will have multiple opportunities to access and apply concepts, and teachers will be able to scaffold instruction to the needed rigor.
Point Person	Mandeville Smith (smithmv@bay.k12.fl.us)

Action Step

Description	PLCs will build text units with multiple documents, including primary sources, text books, and articles from multiple sources. Math teachers will use higher order thinking skill problems that apply math to applications outside school.
Person Responsible	Courtney Buchanan (buchac@bay.k12.fl.us)

Plan to Monitor Effectiveness

Description	School Leadership Team members and administration will monitor lesson plans, PLC meeting notes, common assessments, and MAP test score data for improvement.
Person Responsible	Julianne McCutcheon (mccutjr@bay.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We have a core of parents who are actively involved in the school. We also hope to increase the number of parents who complete our school climate survey. We hope to increase parental involvement at our school through our parent involvement goal and the use of technology. The district has encouraged all of our parents to enroll in our parent portal as it is necessary for their child to be able to use a district provided Chromebook. We hope to provide more positive opportunities for involvement of parents in all of our AMO target areas.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Mowat has two full-time and one part-time school counselors who divide the student population and have an open door policy. Additionally, for the fourth year Mowat has a Military and Family Life counselor who has been provided to us through a joint project with the military. She works with our military population. She also assists us with placing mentors with students who have a military connection. Our counselors and administrators work hand-in-hand with district and community liaisons and counselors to ensure the well-being of our students. In addition, we have a peer counseling class where 7th and 8th grade students are trained to assist their peers with bullying, drama, and other difficulties of “middle school life.” Mowat has multiple avenues to assure students are safe from bullying, including anonymous reporting on the school app and FriendWatch on the school website.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Our administrators and guidance counselors set up visits for incoming 6th graders. They also coordinate with high school guidance counselors and coaches for informational meetings for transitioning into high school for Mowat eighth graders. We have a pre-school orientation for all students. We have several informational nights in the second half of the year for parents and prospective students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The grade level/department chairs will meet monthly with their respective PLCs to look at core instruction and to assist each other in meeting both student and teacher needs. The PLCs are meeting to develop common assessments, discuss and share best teaching practices, and to calibrate grading practices within disciplines and grade levels. MTSS leadership team and SLT will also be monitoring core instruction, placement into the MTSS process, progress monitoring, and the implementation of SIP goals.

Our counselors actively work with our district homeless student liaison to ensure our students are getting the assistance and services they need. They also spearhead an anti-bullying program delivered via our physical education classes. Our administrative assistants, school resource deputy, teachers and peer counselors work with students to avoid bullying and cyberbullying.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Our school promotes career planning through the 8th grade U.S. history courses and the use of the CHOICES computer-based program. Additionally, our counselors each year invite counselors from all of the high schools in our district to come and discuss their programs with students here on our campus. We also invite elementary students to come and visit our middle school campus. Students meet with their individual counselors to discuss course selection. Pre-AP students also will meet with the pre-AP chairperson and will fill out an application that also addresses personal interest.