

Bay District Schools

Mowat Middle School



2019-20 Schoolwide Improvement Plan

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Mowat Middle School

1903 W HIGHWAY 390, Lynn Haven, FL 32444

[no web address on file]

Demographics

Principal: Ed Sheffield, Jr

Start Date for this Principal: 7/1/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (58%) 2016-17: B (60%) 2015-16: B (59%) 2014-15: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

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

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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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	Job Duties and Responsibilities
Sheffield, Ed	Principal	The SLT meets monthly to review the school improvement goals, address strategies relating to current data, and strategize solutions for potential problems for upcoming events.
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	
Hughes, Elizabeth	Teacher, K-12	
Gillmore, Vickie	Dean	
Skipper, Jeff	Teacher, K-12	
Kelly, Mitch	Dean	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	243	275	315	0	0	0	0	833
Attendance below 90 percent	0	0	0	0	0	0	40	50	70	0	0	0	0	160
One or more suspensions	0	0	0	0	0	0	20	42	63	0	0	0	0	125
Course failure in ELA or Math	0	0	0	0	0	0	5	15	2	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	66	68	74	0	0	0	0	208
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	32	40	55	0	0	0	0	127

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	1	4	1	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	1	7	1	0	0	0	0	9

FTE units allocated to school (total number of teacher units)

50

Date this data was collected or last updated

Thursday 8/22/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	59%	56%	54%	53%	53%	52%
ELA Learning Gains	62%	59%	54%	53%	56%	54%
ELA Lowest 25th Percentile	62%	55%	47%	48%	49%	44%
Math Achievement	61%	60%	58%	61%	59%	56%
Math Learning Gains	52%	55%	57%	64%	60%	57%
Math Lowest 25th Percentile	55%	55%	51%	65%	59%	50%
Science Achievement	49%	50%	51%	51%	48%	50%
Social Studies Achievement	85%	72%	72%	77%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	243 (0)	275 (0)	315 (0)	833 (0)
Attendance below 90 percent	40 (64)	50 (92)	70 (89)	160 (245)
One or more suspensions	20 (51)	42 (40)	63 (46)	125 (137)
Course failure in ELA or Math	5 (13)	15 (14)	2 (10)	22 (37)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Level 1 on statewide assessment	66 (114)	68 (106)	74 (76)	208 (296)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	62%	56%	6%	54%	8%
	2018	52%	51%	1%	52%	0%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	56%	54%	2%	52%	4%
	2018	49%	51%	-2%	51%	-2%
Same Grade Comparison		7%				
Cohort Comparison		4%				
08	2019	59%	59%	0%	56%	3%
	2018	55%	58%	-3%	58%	-3%
Same Grade Comparison		4%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	54%	53%	1%	55%	-1%
	2018	50%	52%	-2%	52%	-2%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	58%	59%	-1%	54%	4%
	2018	58%	59%	-1%	54%	4%
Same Grade Comparison		0%				
Cohort Comparison		8%				
08	2019	48%	48%	0%	46%	2%
	2018	51%	48%	3%	45%	6%
Same Grade Comparison		-3%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	49%	51%	-2%	48%	1%
	2018	45%	49%	-4%	50%	-5%
Same Grade Comparison		4%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	74%	9%	71%	12%
2018	77%	76%	1%	71%	6%
Compare		6%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	64%	17%	61%	20%
2018	91%	64%	27%	62%	29%
Compare		-10%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	62%	17%	57%	22%
2018	95%	62%	33%	56%	39%
Compare		-16%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	28	58	58	28	47	44	19	64			

2019 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 2017-18	C & C Accel 2017-18
ELL	23	50	45	23	47	43					
ASN	88	69		63	25						
BLK	29	46	51	31	47	51	22	67	44		
HSP	61	65	56	67	53	55	47	92	73		
MUL	44	66	72	52	47	64	37	81	80		
WHT	67	65	68	69	55	57	58	88	67		
FRL	52	59	60	54	51	54	43	80	62		
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	552
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	61
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science achievement was our lowest area. This has been our trend. Last year, one of our 8th grade science teachers was out for four or five months, so the students had a substitute. This affected their learning. Students are tested on material from sixth and seventh grade and the lapse in time from when the content was learned until it is tested on negatively affects students' level of retention.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math learning gains is the data component that went down the most (11 points). Students were out of school for over a month due to Hurricane Michael. Teachers had to review concepts already taught as well as cover new material in a much shorter time. Teachers had to assist with students social/emotional well being, as well as teach math. There was a drastic shift in student population following the storm, as well. A large number of students were not living in environments conducive to academic study. Math concepts often rely upon the repetition available in classes and homework, no longer available after the storm.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Social studies (Civics) had the greatest gap between the school and state. We believe this happened as a result of several factors. One is that we now teach U.S. History in 6th grade. This allows all 6th graders to get pertinent background knowledge necessary to become successful in Civics.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA lowest quartile showed the most improvement. ELA PLCs wrote cohesive unit plans that were heavy on writing. There was vertical alignment among the grades with students focusing on using textual evidence from multiple sources. Based on previous data, the ELA department deviated from the district pacing guide and suggested resources and created cohesive units with increased rigor around texts of interest to students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

We believe that the number of students with attendance less than 90% and the number of students who scored a level 1 on a state assessment are our two areas of most concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Behavior (tiers of support)
2. Attendance (meeting needs of students)
3. Achievement of ELL students
4. Meaningful parental involvement
5. Math learning gains and learning gains of the lowest quartile in math

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Student behavior (implementation of tier 1 behavior plan)
Rationale	Negative student behavior affects not only their learning, but the learning of other students in the same class. Negative student behavior also affects teacher morale and their ability to effectively reach all students. We believe that a school-wide plan allows common language among all stakeholders. It allows all teachers, students, and parents to know our expectations. We hope to have our expectations extend beyond the classroom to extracurricular activities, clubs, and sports.

State the measurable outcome the school plans to achieve	Mowat will have a 5% decrease in the overall number of students who have 2 or more discipline referrals.
Person responsible for monitoring outcome	Vickie Gillmore (gillmvd@bay.k12.fl.us)
Evidence-based Strategy	Mowat has a PBIS plan called GOLDEN (good manners, optimistic, leaders, diligent, encouraging, noble). This is our tier 1 behavior strategy for all students.
Rationale for Evidence-based Strategy	Our rationale for selecting this strategy is that PBIS has many years of research-based evidence to support that it is successful. The Positive Behavioral Interventions and Supports initiative is a Federal initiative.

Action Step	
Description	<ol style="list-style-type: none"> 1. Teach GOLDEN concepts to all students uniformly during the first two weeks of school. 2. Ensure all students who come to Mowat after the first two weeks of school receive GOLDEN instruction. 3. Have teachers re-teach GOLDEN concepts on an as needed basis. 4. Use GOLDEN tickets as reinforcement for students who exhibit GOLDEN concepts. These tickets are redeemable in the school store. 5. Embed GOLDEN traits in regular instruction.
Person Responsible	Cyndee Walker (walkeca@bay.k12.fl.us)

#2	
Title	Improve the academic achievement of English Language Learners
Rationale	The ELL students were our one subgroup that did not achieve 41% on the Federal Index for ESSA.
State the measurable outcome the school plans to achieve	The ELL students will achieve 41% on the Federal Index for ESSA raised from our current 39%.
Person responsible for monitoring outcome	Betsy Balmer (balmebl@bay.k12.fl.us)
Evidence-based Strategy	Students will use ESL Reading Smart and Imagine Learning programs in their ELA class and during critical thinking.
Rationale for Evidence-based Strategy	For the ELL students to do well on standardized tests, they must learn English. These programs are provided by our district to facilitate English Language acquisition.
Action Step	
Description	<ol style="list-style-type: none"> 1. Enroll all ELL students in ESL Reading Smart and Imagine Learning. 2. Enroll ELL students in a critical thinking class with trained teacher. 3. Ensure students work in programs with fidelity. Teacher and program monitor usage. 4. Ensure students have ESOL endorsed teachers whenever possible. 5. Track student progress through the programs and through data collected in classroom walk-throughs.
Person Responsible	Betsy Balmer (balmebl@bay.k12.fl.us)

#3	
Title	Student Attendance
Rationale	For students to have successful academic achievement, they need to be present for instruction. Research shows that students who are out of an academic mindset often lose the habits of a successful student. Drops in GPA or grades bears this out.
State the measurable outcome the school plans to achieve	Decrease by 10% the number of students with less than 90% attendance.
Person responsible for monitoring outcome	Ed Sheffield (sheffet1@bay.k12.fl.us)
Evidence-based Strategy	We will develop a three tier strategy for assisting students with attendance. Our PBIS strategy of GOLDEN is the tier 1 strategy for everyone, as it helps to provide a positive and welcoming environment. For tier 2, our parent liaison is finding mentors for individual students and reaching out to parents and families to offer support for overcoming obstacles to school attendance. Our tier 3 interventions include an attendance CST (with parents) which can lead to truancy court, potential meeting with a school social worker or other counselor.
Rationale for Evidence-based Strategy	AttendanceWorks is a state and national attendance initiative. According to them, our three tier approach is a best practice to increase student attendance and curb chronic absences.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify students with less than 90% attendance in the previous school year. Develop an attendance contract with the student when necessary. 2. Make contact with parents and students who have been identified as those with chronic absences. 3. Parent liaison will work to find mentors for students who need someone to provide positive supports. 4. Social worker and/or counselors will work with students and families to help with attendance. 5. Hold attendance CSTs as necessary.
Person Responsible	Cyndee Walker (walkeca@bay.k12.fl.us)

#4	
Title	Math lowest quartile
Rationale	When we looked at our data, we realized that we had a decline in the lowest quartile in math in the previous year. While we feel it might be due to a lack of time for math instruction last year (due to Hurricane Michael), we know that those students will continue to have those gaps due to lack of foundational skills. Our ELL students, who struggle with language acquisition, also struggle with math due to language barriers. We expect these strategies will assist those students also.

State the measurable outcome the school plans to achieve	Lowest quartile learning gains will increase to 60% from 55%.
Person responsible for monitoring outcome	David Hicks (hicksds@bay.k12.fl.us)
Evidence-based Strategy	Students in the lowest quartile have an intensive math class that focuses on closing learning gaps using the Dreambox program. Students second part of the math block focuses on current math standards. Math students who are struggling might also be enrolled in MTSS for math or math remediation during the critical thinking period of the school day, which also increases time spent working on foundational skills.
Rationale for Evidence-based Strategy	Dreambox is an evidence based program provided to us by the school district. The program is designed to differentiate instruction based upon each students' current level and need. It is self-paced, so students do not have to wait for others to catch up. It also provides the instructor with additional information about the deficiencies of the student in order to provide additional supports.

Action Step	
Description	<ol style="list-style-type: none"> 1. Identify lowest quartile students and place in blocked classes. 2. Provide teachers with the training and support necessary to appropriately utilize the Dreambox program. 3. Provide teachers time to work in PLCs to discuss data, including common assessments, regarding student growth on grade level math standards. Monitor PLCs and instruction through classroom walk-throughs to determine if additional supports are needed and what supports. 4. Provide time for MTSS meetings where students are discussed and referred to the MTSS instructional specialist for math. 5. Place students appropriately into math remediation classes as the need arises based on data.
Person Responsible	David Hicks (hicksds@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Mowat will hold four parent information sessions that will focus on attendance, parent portal (parent access to grades and attendance), behavior and academics. The school will send home essential school information in the families' home language, so that all families are included. Our parent liaison will work with assisting parents with access to staff and opportunities to volunteer or observe at Mowat. Our data clerk is responsible for setting up conferences for teachers/parents and maintaining information in parent portal with parental input.

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 school counselors and a part-time social worker who divide the student population and have an open door policy. Additionally, for the fifth year Mowat has a Military and Family Life counselor who has been provided to us through a joint project with the military. He works with our military population. He 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. This year, the state has provided us with a TeleHealth kiosk and paraprofessional to run it. 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 the anonymous SAFE app (Students Accounting For Everyone) and the FortifyFL app. The ELA department has a new curriculum with social/emotional education embedded, so all students will have social/emotional learning. All teachers and staff have received Youth Mental Health First Aid training.

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 throughout 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.

The SLT looked at our school needs and we hired two MTSS interventionists to assist with our lowest quartile in both ELA and math. We also hired a parent liaison to assist with parent communication and understanding. We pay several teachers a supplement to come in early to tutor or to monitor students.

Our counselors actively work with our district homeless student liaison to ensure our students are getting the assistance and services they need. Our administrative assistants, school resource deputy, teachers and peer counselors work with students to avoid bullying and cyberbullying. Mowat is working with the Gulf Coast Children's Advocacy Center to provide the Teen Safety Matters curriculum.

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 MyCareerShines computer-based program. Additionally, the Intensive Reading classes use the Achieve 3000 program which has a career component. Our ESE case managers are going to ensure that our ESE students take a career readiness inventory to help them develop their personal awareness and IEP goals.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Student behavior (implementation of tier 1 behavior plan)	\$0.00
2	III.A.	Areas of Focus: Improve the academic achievement of English Language Learners	\$0.00
3	III.A.	Areas of Focus: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Math lowest quartile	\$0.00
Total:			\$0.00