

Academy I Middle School

Parent Council at Number 16

Meg Freeman, Principal

Ellen M. Ruane, Associate Superintendent

Franklin Walker, Chief School Administrator



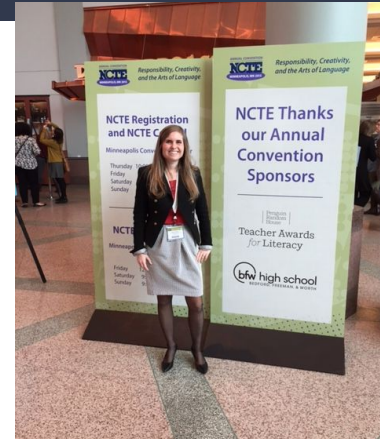
Background and Experiences: Professional

- English Teacher:
 - Department Coordinator, Curriculum Writer, Teacher Leader
 - Advanced Placement English Literature and Composition Teacher with Training at AP Oxford Academy
- Vice Principal:
 - Implemented department-wide instructional strategies and designed professional development around them
 - Enforced systems for attendance collection and data verification; created a mentoring program for at-risk students
 - Designed community outreach events, such as Men's Day, Parent Open House, and FAFSA workshops
 - Created tutoring intervention programs for repeater students
 - Coached, trained and evaluated teachers on instructional strategies, district curriculum, and Common Core Curriculum Standards
 - Planned and created the master schedule for teachers and students



Background and Experiences: Honors and Distinctions

- Jersey City Teacher of the Year 2013-2014
- Hudson County Teacher of the Year 2013-2014
- Finalist for New Jersey Teacher of the Year 2013-2014
- America Achieves Fellow: Cohort 3, Lead Fellow: 2014-2017
- National Council for the Humanities Landmark Workshop Grant Recipient
- Presented at the National Council for Teachers of English, NJEA Convention, and Future Educators of America Convening
- Doctoral Candidate, UELP Program, Columbia University

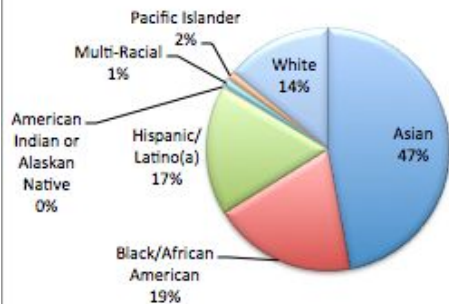


Three Programs at Academy I

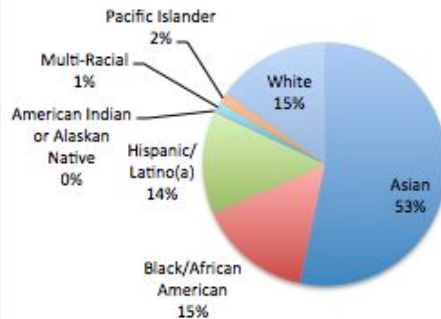
- The **Accelerated and Enrichment Program (AEP)** is a gifted and talented program designed for students learn at an advanced level and pace. The sixth grade curriculum is covered within the first two marking periods of grade six and then seventh grade curriculum during the third and fourth marking periods of grade six. The eighth grade curriculum is delivered during grade seven and the honors ninth grade curriculum is delivered during grade eight.
- The **Bridges Program** is designed to help students achieve academic success through intervention prior to entering high school.
- The **Special Needs Program** consists of four self-contained classes for students with Intellectual Disabilities and one classroom for students identified on the Autistic Spectrum. We are also the only middle school with a life skills program.

Ethnicity

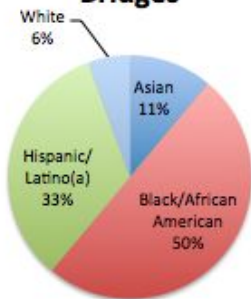
Total Population



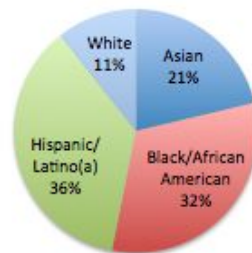
AEP



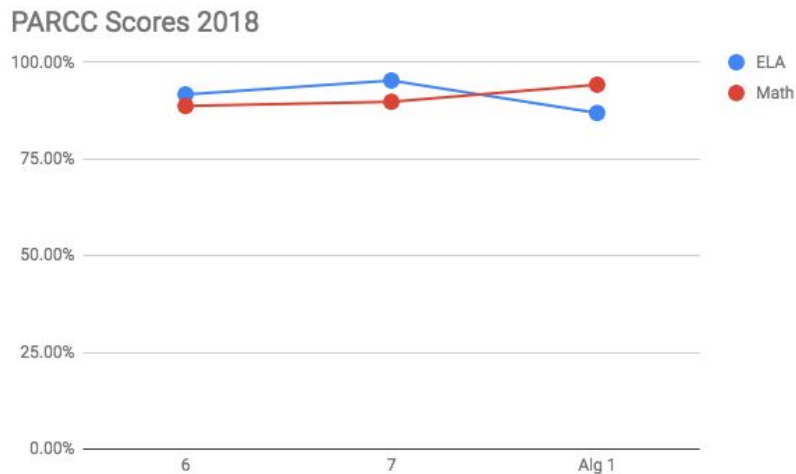
Bridges



Spec Ed



PARCC Data by Grade Level



School ID	ELA06	ELA07	ELA08	MAT06	MAT07	MAT08	ALG01	Grand Total
ACAD. I	91.7%	95.3%	86.9%	88.7%	89.8%	14.3%	94.2%	89.9%

PSAT 2017 Data

Academy 1 Middle School

PSAT 8/9 Fall 2017, 8th - Scores & Benchmarks

School
Mean Score
1010

District
Mean Score
804

State
Mean Score
804

Total Group
Mean Score
807

Number of Participants

151

Number of Participants

2016

Number of Participants

7958

Number of Participants

543831

Met Both Benchmarks

85%

Met Both Benchmarks

33%

Met Both Benchmarks

31%

Met Both Benchmarks

32%

Met ERW

(390) 91%

Met ERW

(390) 53%

Met ERW

(390) 53%

Met ERW

(390) 54%

Met Math

(430) 87%

Met Math

(430) 37%

Met Math

(430) 36%

Met Math

(430) 37%

Met None

8%

Met None

44%

Met None

42%

Met None

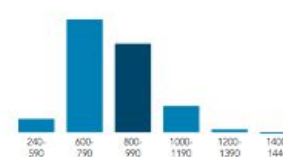
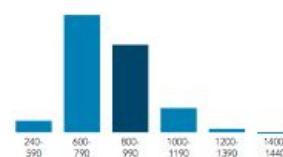
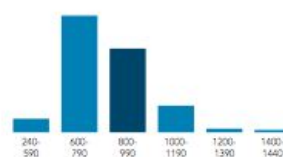
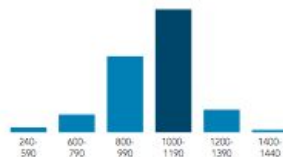
41%

Distribution of Scores

Distribution of Scores

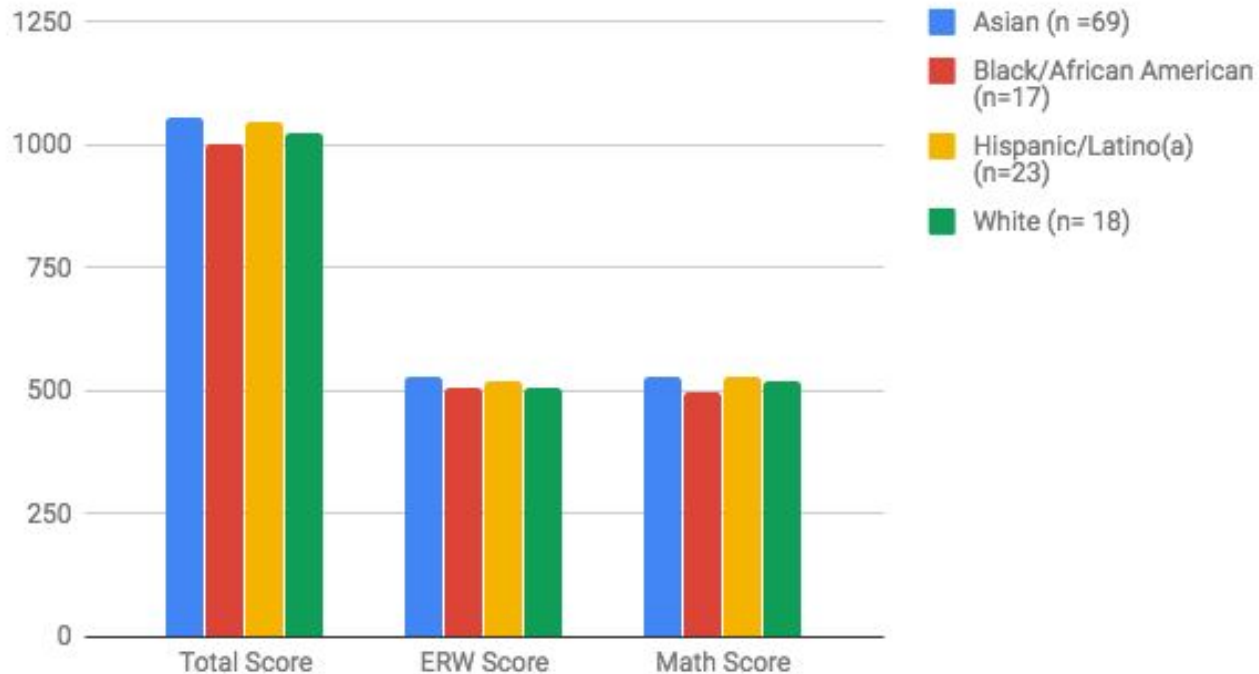
Distribution of Scores

Distribution of Scores

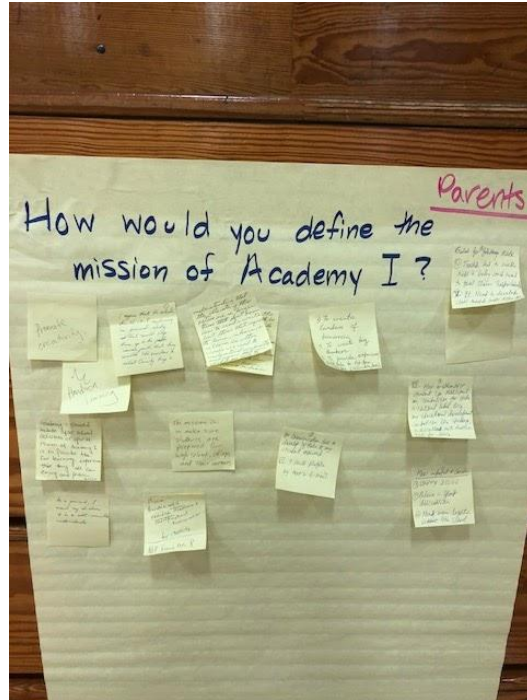
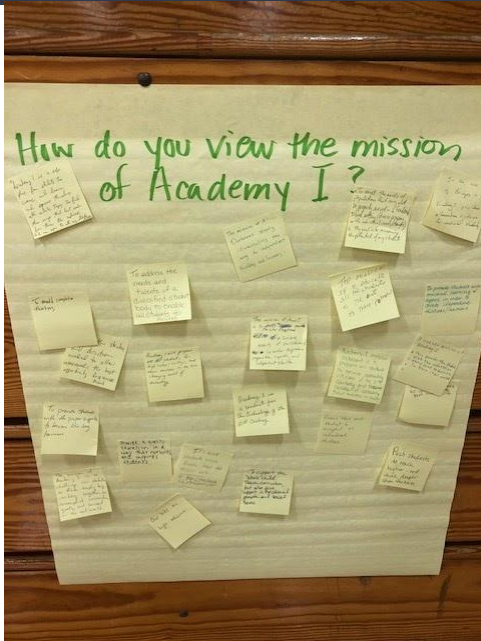


AEP PSAT Scores

PSAT AEP Total Score, ERW Score and Math Score



Mission Revision



The mission of Academy I is to provide ^{develop} ~~whole child~~ - ^{Armenically} ~~Armenically~~, socially and emotionally ^{empower} ~~empower~~ students with the skills and exploratory ^{empower} ~~empower~~ experiences that ^{empower} ~~empower~~ enable them to reach ^{be} ~~be~~ their fullest potential as independent ^{be} ~~be~~ thinkers and innovative problem solvers ^{empower} ~~empower~~ and participants ^{empower} ~~empower~~ in the global ^{empower} ~~empower~~ active. By providing a diversified, ^{empower} ~~empower~~ learning experiences and a comprehensive curriculum, we seek ^{empower} ~~empower~~ that ^{empower} ~~empower~~ address the needs of the students ^{empower} ~~empower~~ ~~who with~~ ^{empower} ~~empower~~ Building Future Leaders ^{empower} ~~empower~~ changing society. ^{empower} ~~empower~~

The mission of Academy I is to provide students with the skills and exploratory experiences that enable them to reach their fullest potential as independent thinkers and innovative problem solvers.

By providing ^{empower} ~~empower~~ comprehensive curriculum, we seek to address the needs of ^{empower} ~~empower~~ independent thinkers and citizens. ^{empower} ~~empower~~ Student can also become innovative problem solvers in their communities. ^{empower} ~~empower~~ changing society.

Revised Mission Statement

OLD:

The mission of Academy I is to provide students with the skills and exploratory experiences that enable them to reach their fullest potential as independent thinkers and innovative problem solvers. By providing a diversified, comprehensive curriculum, we seek to address the needs of the students in a changing society.

Revised:

The mission of Academy I is to **develop the whole child- academically, socially and emotionally by providing meaningful** experiences that **empower students to be** independent thinkers, innovative problem solvers, and **conscious participants in their school and future communities**. By providing **rich learning experiences** and a comprehensive curriculum that addresses the needs **a diverse student body who we are shaping to become the future leaders of the world**.

School Goals

Though our students outperform their peers in state and national tests, because of the nature of the three magnet programs, increased rigor is needed to help each group reach their academic goals. (For our AEP students, increased acceleration; for our Bridges students, remediation that allows them to rise to the level of their peers in order to be successful in high school; and for our Special Education students, increase scores on the DLM as they improve their individual academic and life skills goals.)

Research supports that all students will benefit from lessons that are authentic and inquiry-based. Our work is to create project-based learning tasks that involves higher order thinking skills (analysis, creation, synthesis) and increased differentiation will improve the achievement level of each of our students.

School Goals: Implementation Plan

If we

- Continue to provide Professional Development to learn to instill in students a **growth mindset** that provides for their social and emotional development
- Create activities that are **authentic**, career-based tasks through implementing **project based learning** that incorporates student interaction and discussion
- Gather and analyze data in PLCs to **differentiate instruction** to accelerate instructional practices by developing learning tasks at the **analyzing, creating, synthesizing level of Bloom's taxonomy**

Then high impact learning environments will be implemented, preparing all students for college, career, and life.

Specific Activities Worked that Support Goals

- PLC's:
 - New Meeting Schedule
 - Faculty meetings with PLC time
- Social Emotional Learning
 - Advisory pilot in Bridges
 - Training on growth mindset
 - Student voice through student council
- Cross-curricular PBL development
 - Community Based Instruction training for Spec Ed team to plan for community-based PBL's for our special education students

Contests and Awards Won through Extended Day



- Marist Academic Bowl
- Hudson County Spelling Bee
- Geography Bee
- CodorZ
- Robotics
- Martin Luther King Oratory Contest



Field Trips



- Allows for project based learning
- Allows for community based instruction



THANK YOU!!

- Email: mfreeman1@jcboe.org
- Phone: 201-915-6503