

Polk County Public Schools

# Jewett Middle Academy Magnet



2016-17 Schoolwide Improvement Plan



## Jewett Middle Academy Magnet

601 MARTIN LUTHER KING JR BLVD NE, Winter Haven, FL 33881

jewettacademymagnet.com

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	B	A

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.



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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies



## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Jewett Middle Academy Magnet

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A



## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

We at Jewett Academy integrate rigorous academic experiences with intercultural understanding to develop compassionate, knowledgeable, and responsible citizens who work toward creating a more peaceful world.

##### b. Provide the school's vision statement.

At Jewett Middle Academy Magnet, our teachers serve as facilitators to promote life-long learning. We will engage students by focusing on critical thinking and problem-solving skills in real world situations. We provide a safe and orderly environment with student-centered academics, allowing students to work at their highest capabilities. We encourage cooperative learning to foster acceptance of differences in cultures, ideas, and feelings. We provide opportunities for our students to use technology to enhance all areas of academics, as well as the social responsibilities of using technology in a global society.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Jewett Middle Academy Magnet builds relationships between their teachers, administrators, students, and the community. As an International Baccalaureate school, our Middle Years Program focuses daily on integrating cultural awareness and building on personal experiences. For example, our sixth grade students begin with a unit entitled, Communicating with the World, where they learn about traditions and customs around the world, and then create their own country, integrating ideas from other countries, as well as innovative ideas of their own. They share a tradition from their own family, and dress in the traditional clothing of their native country for the day. Our seventh and eighth grade students expand on these experiences. Jewett Middle Academy Magnet holds a Hispanic Heritage Festival each fall to showcase the Hispanic cultural, and our school celebrates a World Cultural Fair in the spring, with the traditions, customs, foods, and parades all celebrated. Our community service projects not only serve the community, but enrich the lives of our students, teaching them compassion for others. Our teachers meet with students in many exciting clubs after school, such as the Spanish Club, The Green Club, Academic Team, Chess Club, and sports teams. We also have Art Club, Writing Club, Fellowship of Christian Athletes, Math Club, Science Fair, and Sunshine State Reader's Book Club. Our students also participate in book clubs, and discuss what they are reading over lunch with our teachers. All of these activities, and more, build relationships and mutual respect between our teachers and students.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Students must feel safe for learning to occur. On our campus, students are welcomed each morning by numerous staff, and encouraged to enjoy breakfast in our dining hall. Sixth, seventh, and eighth grade students have designated areas to meet and socialize with friends and teachers before school. Sixth, seventh, and eighth graders eat lunch at a time designated just for them. They have a choice of eating in the dining hall, on the outdoor patio, or outside in our picnic area, all supervised by friendly staff who use this casual time with students to build relationships.

Our school is a closed campus, and can only be accessed during school from the front parking lot,



where visitors must be buzzed in through the front office. Before school, our parking lot gates do not open until 7:45 a.m. to be sure there are no students unsupervised on campus before staff arrives on duty. There are designated drop off areas for sixth and seventh/eighth graders. Once the opening bell rings, all gates are locked, but for the front office lot. Once a visitor is buzzed into our office, our friendly office staff scans their drivers license and are given a badge so they may move about campus without being questioned by staff.

By Florida state law, fire drills are held monthly, along with lock-down drills and tornado drills. Students are instructed as to the procedures for these, and our drills afford them the opportunity to practice safety in case of an emergency. All staff will be notified of emergency procedures with a special texting program to keep everyone informed in emergencies.

As with all Polk County schools, our teachers instruct students with the Drug Awareness classes and Anti-bullying classes. Our staff receives in-depth training on bullying prevention and incorporate positive strategies for dealing with bullying situations into their academic classes. Our two counselors work personally with our students if any issue should arise, and a bully reporting system is in place in our Media Center and Guidance Office. There is also information for students and parents, as well as available resources about bully prevention and reporting on our school website. We will have a perimeter fence installed this year. Safety chains have been installed in the bus area to protect students.

At Jewett Middle Academy Magnet, we show our respect for ourselves and others in our actions, as well as in our appearance. Our teachers dress professionally, and our students wear the Jewett school uniform. These uniforms are worn as a symbol of school pride. Research has shown that uniforms make children feel self-confident and reduce distractions to the learning process.

We have student incident report forms in the office and guidance department which allow students to anonymously report incident that happen on campus.

The atmosphere at Jewett Middle Academy Magnet is one of mutual respect, focusing on academics, professionalism, and educating the whole child.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

In order for students to gain academic success, a safe learning environment must be established. To this end, teachers, parents, students, and the community must all work together.

- In the classroom, teachers must set clear expectations and model these for the students.
- Students must be given opportunities to practice these behaviors.
- Praise should be given at every opportunity to encourage positive behavior choices. On the back of the behavior card, teachers have the opportunity to give student positive marks for doing good deeds. We call them "Acts of a Champion". For each week a student goes without getting a negative behavior mark, the student gets a positive "Acts of a Champion" mark on the back of the card. Students can also get positive marks "Acts of a Champion" for doing random acts of kindness to fellow students or staff members.

- Consequences must be consistent, however, positive rewards and modeling are seen as the best way to change any unwanted behaviors.

We have a positive behavior system using our "Champions in Training" Card, which teacher responsibility and good behavior, and incorporates a reward system for those who exhibit random acts of kindness.

Communication is key to any healthy relationship, so it is between the school and home. Teachers will make contacts early with parents, and often, writing notes in the Agenda, along with emails and phone calls to parents. Parents know that when they need to contact a teacher they will receive a response in a timely manner.

Each semester, students are rewarded with a social function like the sock hop dance, Valentine's Dance, ice cream social, World Cultural Celebration, and 8th grade formal dance. All students without



a suspension from school may attend. These are held by grade level, giving students another opportunity to practice proper social behaviors.

Major behavior violations result in referrals to the office, which will lead to consequences according to the Polk County Code of Student Conduct.

The teachers, parents, and students of Jewett Middle Academy have placed a comprehensive balance system in place. This system is known as the Multi-Tier System of Support (MTSS). It is a seamless frame work where resources and sources are based on the needs of the student's academic or behavioral needs. It aids in minimizing distractions to keep students engaged during instructional time. It fosters students' academic success, and a safe learning environment.

\* In the classroom, teachers must set clear expectations and model these for the students.

\* Students must be given opportunities to practice these behaviors.

\* Praise should be given at every opportunity to encourage positive behavior choices.

\* Consequences must be consistent, however, positive rewards and modeling are seen as the best way to change any unwanted behaviors.

The school's positive behavior system in place is known as the "Champs" for Champions in Training. This system teaches responsibility, good behavior, and incorporates a reward system for those who exhibit random acts of kindness.

Our schools positive behavior support system is building healthy relationships using Communication as the key between school and home. The Tiered system of support adds quality, targeted and intensive interventions as needed. Teachers make contacts early with parents, and often writing notes in the agenda, along with emails and phone calls to parents. Parents know that when they need to contact a teacher that they will receive a response in a timely manner.

**d. 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.**

At Jewett Middle Academy Magnet, our counselors provide compassionate care to all of our students. Our website includes links to resources for parents about crisis-counseling, bully prevention, and internet safety. Community volunteers and teachers are paired with our at-risk students as mentors. Teachers at Jewett Middle Academy work at our neighborhood free tutoring service and refer students to this community program.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Jewett Middle Academy uses IDEAS as a early warning system to determine if students are on-track, off-track, or at-risk. As a leadership team, we look at discipline, attendance, and academic performance. We also regularly run D and F reports on Pinnacle and inform parents if students are not performing academically. Teachers collect data on the IBTP assessments to determine on which standards students are below proficiency.

**b. Provide the following data related to the school's early warning system**

**1. 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	15	12	15	0	0	0	0	42	
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	9	7	5	0	0	0	0	21	

**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	0	4	1	0	0	0	0	5	

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

Jewett Middle Academy Magnet teachers use progress monitoring tools to measure students' progress on formative assessments and mastery of the standards. Jewett Middle Academy Magnet teachers are well aware of at-risk students, using data from classroom, district, and state assessments. Collaborative Planning, coaching, and mentoring are used to make sure teachers are equipped with the skills and data to meet student learning needs. The staff meets in weekly collaborative planning meetings to unpack the standards, determine professional needs, and share best practices. The M.T.S.S. support process is implemented. During our Data Day, students are identified first by their reading and/or math levels. Students with two or more early warning indicators are referred to our Guidance Counselors. The counselors and Assistant Principal of Curriculum meet with these students to further assess their learning needs. Teachers adjust their instruction to meet the needs of the students.

**B. Family and Community Engagement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

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

**2. Description**

Our goal at Jewett Middle Academy Magnet is for our parents to experience meaningful opportunities to contribute to the school climate and culture, and ultimately develop a strong relationship with the our school. Before the new school year begins, our parents and students attend an orientation, which includes a student made power-point, questions and answer period with sixth grade teachers, and an introduction to the arts at our school, complete with performances and student work. Parents learn about the mission of the school, as well as our Middle Years Programme, and what it means to be a Champion.

Our school staff is high involved in every aspect of Jewett Middle Academy Magnet. They serve on



the PTA alongside parents, they participate in community service projects, are visible members of the community organizations. You will find them in parades, organizing clean-up events, scout leaders, as well as in the global community. They help our students find opportunities to reach out globally, whether it be helping fund rice donations to the United Nations World Food Program, helping to build clean water wells in Africa, or volunteering their own time on missions to Haiti.

Our principal has always placed an emphasis on building relationships between the school and home. Communication is the key. That commitment is evident, as 99% of our parents have provided email addresses to enable timely communication from teachers. Teachers use the online grading system from Polk County to keep parents updated on student progress. The grades are always entered in a timely manner, often accompanied by individualized notes to parents. Parents may also use the school website to update lunch accounts, retrieve academic histories, as well as grades. Our Interim reports are no longer printed, but accessed electronically to help our campus go green. A phone call-out and email out to parents lets them know when the interim time has come. We use "school messenger" and our website to communicate with parents about upcoming events, volunteer opportunities, contact information, and learning support for students.

Parents are our partners! They help with the governance of the school through the School Advisory Council (SAC), which meets monthly. It consists of teachers, administrators, parents, community members, and students. This council mirrors the racial and economic make up of the school. This council assists the school in setting goals for Jewett Academy, as well as contributing strategies and ideas for achieving these goals. They review and approve various parts of our budget, and last year, they were an integral part of our International Baccalaureate authorization process. In addition, parents are an enormous part of our PTA, which is responsible for many of our social activities for students. They provide economic avenues for resources for our classrooms.

Our parent volunteers have earned us the Five-Star Community Award for the past two years, which is awarded by the Florida Department of Education for our use of business partnerships, family involvement, student community service, volunteers, and our School Advisory Council. In addition, we have also earned the Golden School Award for the past two years for exemplary volunteer programs.

## **2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Local community members play a valuable role at Jewett Middle Academy magnet. They serve on our School Advisory Council, supporting the school and student achievement. They open their doors of the business world to our students to give them real-world experiences. Business partners in public relations and marketing will prove valuable as our students create and design their own brochures. They will benefit from this knowledge in pricing and service guides for future clients. Our school is participating in the Great American Teach-in on November 17th, where members of the business community share with the students their educational and job experiences. The principal of Jewett Middle Academy Magnet is a member of the Winter Haven Chamber of Commerce and serves on the education committee.

## **C. Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

### **1. School Leadership Team**

#### **a. Membership**

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



Name	Title
Donald, Alicia	Teacher, K-12
Fountain, Shelly	Teacher, K-12
Moore, Jacquelyn	Principal
Jacobs, Paulette	Teacher, K-12
Kozlowski, Elizabeth	Teacher, K-12
Williams, Leon	Assistant Principal
Issac, Garlyn	Administrative Support
Jackson-Herndon, Roseanna	Teacher, K-12
Pascoa, Heather	Teacher, K-12
Shoffner, Yadira	Teacher, K-12

## b. Duties

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

The school leadership team at Jewett Academy consists of our P.L.C. collaborative planning teacher facilitators, the MYP Coordinator, the assistant principal, and the principal. Our team meets weekly or more as needed. During these meetings we review curriculum concerns, planning, coaching, and mentoring. Members of the leadership team are responsible for sharing the information and outcomes of the meetings with their committee members. In addition, each leadership team member will meet on a weekly basis with their team members to discuss any concerns that need to be brought to the leadership team. The team will help guide and support weekly Collaborative Planning groups throughout the year. Data will be a strong component of the team's efforts as they plan how they will assist the classrooms teachers in implementing the curriculum, best practices, unpacking the standards, and progress monitoring; along with the IB/MYP strategies, while encouraging interdisciplinary units at least once a year.

### **2. 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.**

Not applicable.

## **2. School Advisory Council (SAC)**

### **a. Membership**

Identify the name and stakeholder group for each member of the SAC.:



Name	Stakeholder Group
Jacquelyn Moore	Principal
Jill Mack	Teacher
Tania Torres	Teacher
William Alexander	Business/Community
Ken James	Business/Community
William Mincey	Business/Community
Clifton Dollison	Business/Community
Bill Mack	Parent
Debbie Thomsen	Parent
Mary Dilorenzo	Parent
Siri Bolaram	Parent
Annette Parrish	Parent
Leon Williams	Education Support Employee
Garlyn Issac	Education Support Employee
Heather Pascoa	Teacher
Yahira Shoffner	Teacher
Laura Robinson	Education Support Employee
Brenda Baxley	Education Support Employee
Candice Sheffield	Education Support Employee
Jeannie Locascio	Education Support Employee
Lourdes Baird	Parent
Viesta Skipper	Parent
Debbie Cassidy	Parent
Regina Keplinger	Parent
Roberta Dryer	Parent
Steve Dryer	Parent
Kruppa Patel	Student
Nikki Rudd	Parent
Annette Parrish	Parent
Isabella Spruell	Parent

## b. Duties

### 1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

#### a. Evaluation of last year's school improvement plan

The majority of the School Advisory Council's meetings are devoted to the school improvement plan. Each year, the SAC committee analyzes data to determine our progression toward our goals. They review data and track student achievement in Math, Reading, Science, and Civics and evaluate the effectiveness of the school's strategies and make suggestions for next year's SIP.



**b. Development of this school improvement plan**

The school improvement plan is fluid. It serves as the basis for school purchases, professional development of teachers, and student learning activities. The school improvement plan is developed with help from the School Advisory Council during our monthly meetings. Jewett Middle Academy Magnet staff present data, along with suggestions about the goals from this plan. The SAC reviews the data, and makes suggestions to the staff, so we can work in partnership to overcome any barriers to our goals. The staff takes the information and recommendations from the SAC and develops the SIP. The School Advisory Council then reviews the plan and monitors its implementation throughout the year.

**c. Preparation of the school's annual budget and plan**

Each year, team leaders from each grade level meet with the grade levels and determine an estimated costs for implementing the SIP. This includes training costs, instructional materials, and substitute teachers for collaborative planning days. Once these costs are totaled, they are presented to the SAC committee for their input and approval.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

School Advisory Council members will discuss and vote to approve the use of lottery dollars focusing on student achievement as the end result. Recognition funds are a focus of the School Advisory Council and are voted on and approved when our school receives these funds. They also receive information from the MYP Coordinator and her budgeted expenses. They ultimately approve the MYP budget for the year for IB teacher training expenses.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)****a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Moore, Jacquelyn	Principal
Robinson, Laura	Teacher, K-12
McClenton, Kirbi	Teacher, K-12
Jackson-Herndon, Roseanna	Teacher, K-12
Issac, Garlyn	Administrative Support
Williams, Leon	Assistant Principal
Mack, Jill	Teacher, K-12
White, Lizbeth	Teacher, K-12
Pagan, Lucy	Teacher, K-12
Torres, Cynthia	Teacher, K-12
Pascoa, Heather	Teacher, K-12



## **b. Duties**

### **1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The major initiative for the L.L.T. will be the implementation of literacy across the curriculum. Since achieving IB/ M.Y.P. authorization in May of 2014, the major initiative of this committee will be to continue to monitor and assist with unit development of Next Chapter M.Y.P. As we now follow the curriculum laid forth by the district, our team will help teachers assimilate the M.Y.P. strategies and components with the curriculum from the district. The L.L.T. will also work with administration in determining the need for school based in-service programs and subsequent teacher training. The L.L.T. will also make recommendations on the expenditure of funds allocated for materials and supplies. Members of the L.L.T. sponsor both a writing club and the Book Bowl competition. Each grade level has a different novel to read over the summer and the study of that novel is incorporated into the curriculum the next year.

## **D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

### **1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Jewett Middle Academy Magnet has several components in place to ensure collaboration among the staff. Our master schedule was created to allow common planning for our subject areas. Each week, the department meets twice to plan collaboratively. Additionally, they meet with the MYP Coordinator bi-monthly to work on the implementation of the Next Chapter MYP unit plans. During these common planning times, teachers can discuss curriculum, new ideas for unit implementation, assignments and assessments, and student concerns. Once a semester, the teachers meet in a horizontal planning day to aid in the construction of interdisciplinary units. The staff worked together to create a new staff handbook.

### **2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

The principal works with her leadership team, the SAC commtee and the county certification and recruitment office to obtain highly qualified, certified-in-field, highly effective teachers.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

In order to maintain the highest quality teachers, Jewett Middle Academy Magnet trains and mentors teachers who are new to our school, as well as to the field of education. Our teachers receive intensive training in the IB MYP program from International Baccalaureate trainers and workshops, as well as weekly meetings with our MYP coordinator. The team leader for each grade level serves as a mentor, as they teach the same subject area. All of our teachers participate in on-going professional development. Teacher needs are evidenced through meetings with team leaders, administrators evaluations, and walk-throughs. In addition to team leaders, each new staff member is paired with a seasoned veteran teacher to serve as a mentor. The team leader, MYP coordinator, and mentor all serve as valuable resources.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### **1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**



One of the most helpful tools in ensuring our instructional program is aligned with Florida Standards is the district learning map for each subject area. Jewett Middle Academy Maganet has aligned its MYP program with the district curriculum through the learning maps. This is a non-negotiable item for our teachers. As recent as this school year, our district has required ALL schools to use this curriculum. These learning maps, along with our MYP units, the CPALMS website, and Dana Center training on standards, has made following the Florida Standards a must. Additionally, our common planning time to work collaboratively has made this task attainable.

## **b. Instructional Strategies**

### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.***

Jewett Middle Academy Magnet uses data from several sources to meet the needs of all students. We use the standardized tests from spring testing, along with an Algebra readiness test, to schedule students into math classes. Students who are not proficient in reading are placed in Intensive Reading and/or Math classes.

Our teachers not only have extensive collaborative planning time, but also several in-service professional development opportunities throughout the year. One training with Karen Bailey, helped our teachers create and actually use formative assessments in determining where the learning gaps are and helping to fill in those gaps with remediation. These formative assessments have proven invaluable to teachers in real-time. Students are given the help they need when they need it. In addition to consultative services, the ESE teacher provides support facilitation services to the ESE students. We take it a step further with support facilitation Gifted students, however, are under the consultative model Our ESE students are serviced with our consultative ESE teacher in classes, and our Gifted students are also ability grouped to promote peer relationships and enrichment for their learning needs.

### ***2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy: Summer Program**

**Minutes added to school year:**

Teachers attended a 16-hour workshop (over two days) with national educational consultant Karen Bailey. The focus of the workshop was "Designing Quality Classroom Assessments for Differentiated Learning."

**Strategy Rationale**

Jewett Middle Academy Magnet used the training, and eventual follow-up day, to provide instruction in the area of differentiating assessments, both formative and summative. Core teachers attended this workshop in August, with an extra day in September to get feedback on strategies teachers had implemented.

**Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Moore, Jacquelyn, jacquelyn.moore@polk-fl.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Administrators will monitor teacher lesson plans to be sure these strategies are being implemented. They will also observe student data on tests collected by teachers and spring tests to monitor their effectiveness. Teachers will analyze their data during Data Day with the district, and in their collaborative planning.

**Strategy: After School Program**

**Minutes added to school year:**

Students who scored a level 1 or 2 on standardized tests are encouraged to participate in the after school tutoring program, working with a classroom teacher. Federal grant funds pay the teacher an hourly wage to work with these students.

**Strategy Rationale**

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).



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

Sixth Grade:

- Orientation for sixth graders begins even before the school year, in the previous spring. Parents and students are greeted by students from the National Junior Honor Society, welcomed by the principal, guided around the campus to hear the Jazz Band, Chorus, sixth grade teachers, and a short video from our 8th grade students.
- Open House: an evening where parents and students follow the student schedule for "a day in the life", to give parents an inside look into the classrooms. Teachers address schedules, expectations, uniforms, curriculum.
- First Day of School: the sixth grade team of teachers plan and implement a comprehensive introduction to sixth grade. This includes explaining, modeling, and providing practice for procedures i.e. lunchroom, classroom, transitions, before and after school. Policies are also reviewed at this time, such as Jewett Middle Academy Magnet's Honesty Policy and the district Code of Conduct.
- Our chorus, band, and orchestra teachers visit our main elementary feeder schools to perform and generate interest in our music programs.
- Teacher of gifted students meet with students and parents at our feeder schools at the end of 5th grade. This provides a time for questions and answers about our school, in addition to setting goals for the gifted Educational Plans.
- At the beginning of the school year, our Guidance counselors and sixth grade teachers meet with parents and students with 504 plans to review and/or modify the plans to fit the middle school schedule.
- Our ESE teacher meets with parents and ESE students at our feeder schools at the end of fifth grade. This allows parents to have questions answered, in addition to setting goals for the Individualized Educational Plan.
- Jewett Middle Academy Magnet hosts a booth at the Workforce for Education convention to showcase our school's opportunities for the incoming fifth graders.

Eighth grade:

- Jewett Middle Academy works with the high schools in our feeder plan to allow students the opportunity to learn more about their individual programs and academies. Guidance counselors from these high schools visit JMAM to register them for classes.
- Our guidance counselors meet with each eighth grader to help them develop a four-year plan for high school.
- Students interested in sports have the opportunity to attend meetings during the school day with coaches from the high school athletic teams, as well as cheer and dance teams.
- Eighth grade students visit the Workforce for Education convention during the year to see the opportunities offered at the various academies in our feeder high schools.
- Teachers of gifted students, along with the high school gifted program consultant, meet with students and parents individually at the end of eighth grade. This allows the parents the chance to have any questions answered about the upcoming high school year, as well as set goals for the Educational Plan of the student.
- The ESE teacher meet with parents and students in the ESE program at the end of eighth grade to update the student's Individualized Educational Plan, and set new goal for high school.

**b. College and Career Readiness**

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

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**



**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals



## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step    S123456 = Quick Key

## Strategic Goals Summary

- G1.** Jewett Middle Academy will have a safe and orderly environment where teachers have high expectations for students and students are supported by their teachers and peers.
- G2.** Teachers will progress monitor student's level of mastery of each standard in order to determine students' learning needs and differentiate instruction.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*



**G1.** Jewett Middle Academy will have a safe and orderly environment where teachers have high expectations for students and students are supported by their teachers and peers. 1a

G087136

**Targets Supported** 1b

Indicator	Annual Target
2+ Behavior Referrals	0.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers are using a variety of behavior management systems.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Champs booklets and M.T.S.S. Resources

**Plan to Monitor Progress Toward G1.** 8

Gather data on the number of discipline incidents in the classroom.

**Person Responsible**

Garlyn Issac

**Schedule**

Monthly, from 11/16/2016 to 5/17/2017

**Evidence of Completion**

Determine based on the discipline data if there is a decrease in the number of discipline incidents.



**G2.** Teachers will progress monitor student's level of mastery of each standard in order to determine students' learning needs and differentiate instruction. 1a

G087137

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	92.0
FSAA Mathematics Achievement	65.0
FCAT 2.0 Science Proficiency	74.0
Math Gains	61.0
Math Lowest 25% Gains	53.0
ELA/Reading Gains	68.0
ELA/Reading Lowest 25% Gains	68.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding of how to measure and monitor proficiency/mastery of the state standards.
- Students do not know or understand their own data.
- Limited understanding on how to differentiate instruction.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Professional Development throughout the year Collaborative Planning Professional Learning Communities Technology CPALMS District Learning Maps Teacher Collaboration re: units and assessments Peer Coaching Progress Monitoring Tools

**Plan to Monitor Progress Toward G2.** 8

Check lesson plans to determine if teachers are including these best practices and observation of teaching to see they are being implemented.

**Person Responsible**

Jacquelyn Moore

**Schedule**

Monthly, from 9/26/2016 to 5/31/2017

**Evidence of Completion**

Daily Lesson Plans, I.B. Unit Plans, Informal Observation Form



## Action Plan for Improvement


*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Jewett Middle Academy will have a safe and orderly environment where teachers have high expectations for students and students are supported by their teachers and peers. **1**

 G087136

**G1.B1** Teachers are using a variety of behavior management systems. **2**

 B231661

**G1.B1.S1** Teachers will incorporate Champs strategies in the classroom. **4**

 S244376

### Strategy Rationale

A consistent behavior management system across campus.

### Action Step 1 **5**

Professional Development on Champs.

#### Person Responsible

Garlyn Issac

#### Schedule

On 5/19/2017

#### Evidence of Completion



**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Classroom observation to see the use of Champs materials and strategies in the classroom.

**Person Responsible**

Garlyn Issac

**Schedule**

On 5/19/2017

***Evidence of Completion***

Observation instrument to record the use of Champs strategies.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Give resources to teacher to support Champs and share best practices in collaborative planning

**Person Responsible**

Garlyn Issac

**Schedule**


On 5/19/2017

***Evidence of Completion***

Surveys, Champs materials on walls.



**G2.** Teachers will progress monitor student's level of mastery of each standard in order to determine students' learning needs and differentiate instruction. 1

 G087137

**G2.B1** Lack of understanding of how to measure and monitor proficiency/mastery of the state standards. 2

 B231662

**G2.B1.S1** Hold professional development sessions on analyzing data, monitoring proficiency/mastery of the state standards, and use the data to adjust instruction. 4

 S244377

### Strategy Rationale

Teachers will need to know how to analyze the data and have an efficient way to record the data. The data has to be usable in order to use it to adjust instruction.

### Action Step 1 5

The teachers will participate in a professional development session dealing with analyzing data and monitoring proficiency/mastery of the state standards.

#### Person Responsible

Leon Williams

#### Schedule

On 9/19/2016

#### Evidence of Completion

PD sign-in sheets, PD follow-up progress monitoring data collection tools, Data Samples, Formative Assessment Samples

### Action Step 2 5

The teachers will participate in a professional development where they will learn to adjust instruction based on the data.

#### Person Responsible

Leon Williams

#### Schedule

On 10/5/2016

#### Evidence of Completion

PD Sign-In Sheets, progress monitoring data collections tools, data samples, lesson plans



**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Informal observations to check that data is being used in the classroom to adjust instruction.

**Person Responsible**

Jacquelyn Moore

**Schedule**

Weekly, from 9/26/2016 to 5/31/2017

***Evidence of Completion***

PD Sign-In Sheet, PD Agenda, Data on Walls, PD follow-up (Progress Monitoring Tools)

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Data notebooks will be used in the classroom

**Person Responsible**

Leon Williams

**Schedule**

Weekly, from 9/26/2016 to 9/26/2016

***Evidence of Completion***

Data Notebooks and Progress Monitoring Forms

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

View teachers' formative assessment data and measure how effective the adjusted instruction was at meeting the students' learning needs.

**Person Responsible**

Jacquelyn Moore

**Schedule**

Semiannually, from 1/16/2017 to 5/31/2017

***Evidence of Completion***

Data from Classroom Formative Assessments, Data showing student proficiency/mastery of the standards



**G2.B1.S2** During collaborative planning sessions, teachers will share progress monitoring tools/forms and how they use the data to adjust instruction. 4

S244378

### Strategy Rationale

Teachers will learn from the progress monitoring examples used by other teachers and can adapt for their own use. Other teachers can model and explain how they adjust instruction based on the information gathered.

### Action Step 1 5

Teachers will bring forms/tools to the collaborative planning session to share with others.

#### Person Responsible

Leon Williams

#### Schedule

Monthly, from 9/20/2016 to 5/30/2017

#### Evidence of Completion

Observation during collaborative planning and progress monitoring tools. Data Notebooks

### Action Step 2 5

Teachers will share methods to adjust instruction based on the data.

#### Person Responsible

Jacquelyn Moore

#### Schedule

Monthly, from 9/19/2016 to 5/30/2017

#### Evidence of Completion

Lesson plan, Data Notebooks.



### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitoring use of progress monitoring tools in the classroom and reteaching or remediation of areas that are below proficiency.

**Person Responsible**

Jacquelyn Moore

**Schedule**

Biweekly, from 9/19/2016 to 5/31/2017

***Evidence of Completion***

Lesson Plans, Informal observations

### Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Demonstration of growth in proficiency and mastery of standards.

**Person Responsible**

Leon Williams

**Schedule**

Biweekly, from 9/19/2016 to 5/31/2017

***Evidence of Completion***

Demonstration of student growth in learning on progress monitoring charts. Majority of students at proficiency or mastery of standards. Observation of student understanding of concepts.



**G2.B2** Students do not know or understand their own data. **2**

 B231663

**G2.B2.S1** Teachers will develop a form to have the students record their own assessment data. **4**

 S244379

**Strategy Rationale**

This will help student understand their performance on assessments and learn what they need to know and understand to improve their performance.

**Action Step 1** **5**

During Data Day, teachers will share different forms that they developed for students to record their data and self reflect

**Person Responsible**

Leon Williams

**Schedule**

On 9/19/2016

***Evidence of Completion***

Sign-In Sheet, Agenda, Student Data Reflection Forms

**Action Step 2** **5**

Teachers will have student fill out the data on student data reflection forms. Forms will go in student Portfolio Notebooks.

**Person Responsible**

Jacquelyn Moore

**Schedule**

Monthly, from 9/19/2016 to 5/31/2017

***Evidence of Completion***

Data Forms, Portfolio Notebooks



**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Check student portfolios for student data forms.

**Person Responsible**

Jacquelyn Moore

**Schedule**

Monthly, from 9/26/2016 to 5/29/2017

***Evidence of Completion***

Student Portfolios

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Check classroom for student reflections

**Person Responsible**

Leon Williams

**Schedule**

Monthly, from 9/19/2016 to 5/31/2017

***Evidence of Completion***

Coaching/Observation Logs, Model Teacher Observation Schedule, Reflections

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Observation of student during parent portfolio night demonstrating that they understand their data.

**Person Responsible**

Leon Williams

**Schedule**

Semiannually, from 11/16/2016 to 3/15/2017

***Evidence of Completion***

Informal Observation Form



**G2.B2.S2** Teachers will hold data chats with the students. 4

 S244380

**Strategy Rationale**

Students will be able to explain their assessment data to teachers and parents, and will be able to describe what they need to learn to improve.

**Action Step 1** 5

Professional Development on strategies to have whole group and individual data charts.

**Person Responsible**

Leon Williams

**Schedule**

On 9/19/2016

***Evidence of Completion***

Sign-In Sheet, Lesson Plans, Data chat reflection forms

**Action Step 2** 5

Teachers will meet with individual students and/or small groups to discuss data.

**Person Responsible**

Jacquelyn Moore

**Schedule**

Monthly, from 9/19/2016 to 5/31/2017

***Evidence of Completion***

Data chat reflection log, Student Data Recording Sheets, Lesson Plans



**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Observation of Data Chats in the classroom.

**Person Responsible**

Jacquelyn Moore

**Schedule**

Monthly, from 9/19/2016 to 5/31/2017

***Evidence of Completion***

Information Observation Form, Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Progress of individual students at meeting their individual goals based on areas of need in their data.

**Person Responsible**

Leon Williams

**Schedule**


Quarterly, from 9/19/2016 to 5/31/2017

***Evidence of Completion***


Student reflections, Progress Monitoring Data Charts



**G2.B3** Limited understanding on how to differentiate instruction. **2**

 B231664

**G2.B3.S1** The staff will learn methods of differentiating instruction in the classroom. **4**

 S244381

**Strategy Rationale**

Meet the learning needs of each student based on their individual data.

**Action Step 1** **5**

Professional Development on Differentiated Instruction during Collaborative Planning

**Person Responsible**

Leon Williams

**Schedule**

Monthly, from 10/4/2016 to 5/30/2017

***Evidence of Completion***

Collaborative Planning Agenda, PD materials

**Action Step 2** **5**

Small group instruction and using stations in the classroom

**Person Responsible**

Jacquelyn Moore

**Schedule**

Weekly, from 11/8/2016 to 5/31/2017

***Evidence of Completion***

I.B./M.Y.P. Unit Planner, Informal Observations, Lesson Plans



**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Monitor follow-up from P.D. on differentiated Instruction

**Person Responsible**

Leon Williams

**Schedule**

On 5/31/2017

**Evidence of Completion**

Action Plan on Differentiated Instruction, Lesson Plans, Unit Plan

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Informal observation to see that teachers are differentiating using small group instruction, stations, etc.

**Person Responsible**

Jacquelyn Moore

**Schedule**

Weekly, from 10/24/2016 to 5/31/2017

**Evidence of Completion**

Informal Observation Form, Student Self-Assessments/Portfolios

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Review of student data showing growth based on differentiated instruction.

**Person Responsible**

Leon Williams

**Schedule**

Semiannually, from 12/7/2015 to 3/7/2016

**Evidence of Completion**










Student Data Form, Data Chart, Observation, Summative Assessments



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B3.S1.MA1 M328459	Review of student data showing growth based on differentiated instruction.	Williams, Leon	12/7/2015	Student Data Form, Data Chart, Observation, Summative Assessments	3/7/2016 semiannually
G2.B1.S1.A1 A316440	The teachers will participate in a professional development session dealing with analyzing data and...	Williams, Leon	9/19/2016	PD sign-in sheets, PD follow-up progress monitoring data collection tools, Data Samples, Formative Assessment Samples	9/19/2016 one-time
G2.B2.S1.A1 A316444	During Data Day, teachers will share different forms that they developed for students to record...	Williams, Leon	9/19/2016	Sign-In Sheet, Agenda, Student Data Reflection Forms	9/19/2016 one-time
G2.B2.S2.A1 A316446	Professional Development on strategies to have whole group and individual data charts.	Williams, Leon	9/19/2016	Sign-In Sheet, Lesson Plans, Data chat reflection forms	9/19/2016 one-time
G2.B1.S1.MA2 M328451	Data notebooks will be used in the classroom	Williams, Leon	9/26/2016	Data Notebooks and Progress Monitoring Forms	9/26/2016 weekly
G2.B1.S1.A2 A316441	The teachers will participate in a professional development where they will learn to adjust...	Williams, Leon	10/5/2016	PD Sign-In Sheets, progress monitoring data collections tools, data samples, lesson plans	10/5/2016 one-time
G2.B2.S1.MA1 M328454	Observation of student during parent portfolio night demonstrating that they understand their data.	Williams, Leon	11/16/2016	Informal Observation Form	3/15/2017 semiannually
G1.MA1 M328448	Gather data on the number of discipline incidents in the classroom.	Issac, Garlyn	11/16/2016	Determine based on the discipline data if there is a decrease in the number of discipline incidents.	5/17/2017 monthly
G1.B1.S1.MA1 M328446	Give resources to teacher to support Champs and share best practices in collaborative planning	Issac, Garlyn	11/16/2016	Surveys, Champs materials on walls.	5/19/2017 one-time
G1.B1.S1.MA1 M328447	Classroom observation to see the use of Champs materials and strategies in the classroom.	Issac, Garlyn	12/1/2016	Observation instrument to record the use of Champs strategies.	5/19/2017 one-time
G1.B1.S1.A1 A316439	Professional Development on Champs.	Issac, Garlyn	11/16/2016		5/19/2017 one-time
G2.B2.S1.MA1 M328455	Check student portfolios for student data forms.	Moore, Jacquelyn	9/26/2016	Student Portfolios	5/29/2017 monthly
G2.B3.S1.A1 A316448	Professional Development on Differentiated Instruction during Collaborative Planning	Williams, Leon	10/4/2016	Collaborative Planning Agenda, PD materials	5/30/2017 monthly
G2.B1.S2.A1 A316442	Teachers will bring forms/tools to the collaborative planning session to share with others.	Williams, Leon	9/20/2016	Observation during collaborative planning and progress monitoring tools. Data Notebooks	5/30/2017 monthly
G2.B1.S2.A2 A316443	Teachers will share methods to adjust instruction based on the data.	Moore, Jacquelyn	9/19/2016	Lesson plan, Data Notebooks.	5/30/2017 monthly
G2.MA1 M328462	Check lesson plans to determine if teachers are including these best practices and observation of...	Moore, Jacquelyn	9/26/2016	Daily Lesson Plans, I.B. Unit Plans, Informal Observation Form	5/31/2017 monthly
G2.B1.S1.MA1 M328449	View teachers' formative assessment data and measure how effective the adjusted instruction was at...	Moore, Jacquelyn	1/16/2017	Data from Classroom Formative Assessments, Data showing student proficiency/mastery of the standards	5/31/2017 semiannually
G2.B1.S1.MA1 M328450	Informal observations to check that data is being used in the classroom to adjust instruction.	Moore, Jacquelyn	9/26/2016	PD Sign-In Sheet, PD Agenda, Data on Walls, PD follow-up (Progress Monitoring Tools)	5/31/2017 weekly
G2.B2.S1.MA3 M328456	Check classroom for student reflections	Williams, Leon	9/19/2016	Coaching/Observation Logs, Model Teacher Observation Schedule, Reflections	5/31/2017 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A2  A316445	Teachers will have student fill out the data on student data reflection forms. Forms will go in...	Moore, Jacquelyn	9/19/2016	Data Forms, Portfolio Notebooks	5/31/2017 monthly
G2.B3.S1.MA1  M328460	Monitor follow-up from P.D. on differentiated Instruction	Williams, Leon	10/25/2016	Action Plan on Differentiated Instruction, Lesson Plans, Unit Plan	5/31/2017 one-time
G2.B3.S1.MA3  M328461	Informal observation to see that teachers are differentiating using small group instruction,...	Moore, Jacquelyn	10/24/2016	Informal Observation Form, Student Self-Assessments/Portfolios	5/31/2017 weekly
G2.B3.S1.A2  A316449	Small group instruction and using stations in the classroom	Moore, Jacquelyn	11/8/2016	I.B./M.Y.P. Unit Planner, Informal Observations, Lesson Plans	5/31/2017 weekly
G2.B1.S2.MA1  M328452	Demonstration of growth in proficiency and mastery of standards.	Williams, Leon	9/19/2016	Demonstration of student growth in learning on progress monitoring charts. Majority of students at proficiency or mastery of standards. Observation of student understanding of concepts.	5/31/2017 biweekly
G2.B1.S2.MA1  M328453	Monitoring use of progress monitoring tools in the classroom and reteaching or remediation of areas...	Moore, Jacquelyn	9/19/2016	Lesson Plans, Informal observations	5/31/2017 biweekly
G2.B2.S2.MA1  M328457	Progress of individual students at meeting their individual goals based on areas of need in their...	Williams, Leon	9/19/2016	Student reflections, Progress Monitoring Data Charts	5/31/2017 quarterly
G2.B2.S2.MA1  M328458	Observation of Data Chats in the classroom.	Moore, Jacquelyn	9/19/2016	Information Observation Form, Lesson Plans	5/31/2017 monthly
G2.B2.S2.A2  A316447	Teachers will meet with individual students and/or small groups to discuss data.	Moore, Jacquelyn	9/19/2016	Data chat reflection log, Student Data Recording Sheets, Lesson Plans	5/31/2017 monthly



## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Jewett Middle Academy will have a safe and orderly environment where teachers have high expectations for students and students are supported by their teachers and peers.

**G1.B1** Teachers are using a variety of behavior management systems.

**G1.B1.S1** Teachers will incorporate Champs strategies in the classroom.

### PD Opportunity 1

Professional Development on Champs.

#### Facilitator

Garlyn Issac

#### Participants

All Teachers, Guidance, and Administration

#### Schedule

On 5/19/2017

**G2.** Teachers will progress monitor student's level of mastery of each standard in order to determine students' learning needs and differentiate instruction.

**G2.B1** Lack of understanding of how to measure and monitor proficiency/mastery of the state standards.

**G2.B1.S1** Hold professional development sessions on analyzing data, monitoring proficiency/mastery of the state standards, and use the data to adjust instruction.

### PD Opportunity 1

The teachers will participate in a professional development session dealing with analyzing data and monitoring proficiency/mastery of the state standards.

#### Facilitator

Leon Williams

#### Participants

All subject area teachers

#### Schedule

On 9/19/2016



## PD Opportunity 2

The teachers will participate in a professional development where they will learn to adjust instruction based on the data.

### Facilitator

Leon Williams

### Participants

All subject area teachers

### Schedule

On 10/5/2016

**G2.B2** Students do not know or understand their own data.

**G2.B2.S1** Teachers will develop a form to have the students record their own assessment data.

## PD Opportunity 1

During Data Day, teachers will share different forms that they developed for students to record their data and self reflect

### Facilitator

Leon Williams

### Participants

All Teachers

### Schedule

On 9/19/2016



**G2.B3** Limited understanding on how to differentiate instruction.

**G2.B3.S1** The staff will learn methods of differentiating instruction in the classroom.

**PD Opportunity 1**

Professional Development on Differentiated Instruction during Collaborative Planning

**Facilitator**

Leon Williams

**Participants**

All Teachers

**Schedule**

Monthly, from 10/4/2016 to 5/30/2017



## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	Professional Development on Champs.	\$0.00
2	G2.B1.S1.A1	The teachers will participate in a professional development session dealing with analyzing data and monitoring proficiency/mastery of the state standards.	\$0.00
3	G2.B1.S1.A2	The teachers will participate in a professional development where they will learn to adjust instruction based on the data.	\$0.00
4	G2.B1.S2.A1	Teachers will bring forms/tools to the collaborative planning session to share with others.	\$0.00
5	G2.B1.S2.A2	Teachers will share methods to adjust instruction based on the data.	\$0.00
6	G2.B2.S1.A1	During Data Day, teachers will share different forms that they developed for students to record their data and self reflect	\$0.00
7	G2.B2.S1.A2	Teachers will have student fill out the data on student data reflection forms. Forms will go in student Portfolio Notebooks.	\$0.00
8	G2.B2.S2.A1	Professional Development on strategies to have whole group and individual data charts.	\$0.00
9	G2.B2.S2.A2	Teachers will meet with individual students and/or small groups to discuss data.	\$0.00
10	G2.B3.S1.A1	Professional Development on Differentiated Instruction during Collaborative Planning	\$0.00
11	G2.B3.S1.A2	Small group instruction and using stations in the classroom	\$0.00
Total:			\$0.00