

Polk County Public Schools

# Jewett Middle Academy Magnet



2017-18 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<br>(per MSID File) | 2016-17 Title I School | 2016-17 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| Middle School<br>6-8                             | Yes                    | 44%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 57%   |

### School Grades History

| Year  | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | B       | B       | A*      | B       |

*\*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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## Table of Contents

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|   |           |
|---|-----------|
| <b>Purpose and Outline of the SIP</b>   | <b>4</b>  |
| <b>Differentiated Accountability</b>  | <b>5</b>  |
| <b>Current School Status</b>  | <b>6</b>  |
| Supportive Environment  | 6         |
| Family and Community Engagement   | 9         |
| Effective Leadership  | 10        |
| Public and Collaborative Teaching   | 14        |
| Ambitious Instruction and Learning  | 14        |
| <b>8-Step Planning and Problem Solving Implementation</b>                     | <b>19</b> |
| Goals Summary   | 19        |
| Goals Detail  | 19        |
| Action Plan for Improvement   | 23        |
| <b>Appendix 1: Implementation Timeline</b>                                    | <b>39</b> |
| <b>Appendix 2: Professional Development and Technical Assistance Outlines</b> | <b>42</b> |
| Professional Development Opportunities  | 42        |
| Technical Assistance Items  | 45        |
| <b>Appendix 3: Budget to Support Goals</b>                                    | <b>45</b> |

## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Jewett Middle Academy Magnet

| DA Region and RED | DA Category and Turnaround Status |
|-------------------|-----------------------------------|
| Southwest -       | - 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/453869>.

**2. Description**

A PIP has been uploaded for this school or district - see the link above.

**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

### 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.***

Title 1 Part A funds school-wide services to provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school instructional programs, supplemental instructional materials, a literacy coach, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title 11 and Title III to ensure that staff development needs are addressed accordingly. Cynthia Torres, the Title 1 literacy coach works with teachers in all curriculum areas to improve reading and literacy. Joanne Farthing, the Title 1 facilitator, helps promote and coordinate Parent and Family Involvement at Jewett Middle Academy. Our school leadership team monitors assessment data and using this data to coordinate resources to meet the needs of students and maximize desired student outcomes. Math and Science teachers tutor one day each week; providing academic support for students.

## **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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### **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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### **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 Magnet 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 Day training with Lynne Coleman, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.

Areas of strengths in include gains in Algebra from 87% to 97% proficiency, Civics gains from 75% proficient in 2016 to 79% proficiency in 2017. When comparing separate groups of students between 2016 and 2017, Math proficiency dropped in 6th and 7th grade, and stayed the same in 8th; but if you compare the 6th graders in 2016 with the same students last year in 7th grade they went from 47% to 61%, and 52% to 57% between 7th and 8th grade. In summary, our math scores dropped when comparing last years student to this years' students. Our biggest area of need is lack of gains in math particularly with our 6th graders.

### 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.

There were two teachers changes in the 6th grade math classes last year. Despite this, there need to be more progress monitoring of the 6th grade math students using formative assessment. We need to take a closer look at the math assessment data and develop plans to meet the learning needs of each individual student.

### 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

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

## Strategic Goals Summary

- G1.** Increase parent and family involvement in students' education and academic achievement
- G2.** The Jewett Middle Academy school teams will align/integrate school climate, social-emotional, academic, behavior initiatives, and interventions within the M.T.S.S. framework establishing conditions for learning while focusing on standards-based Instruction.
- G3.** Teachers in all curriculum areas will be able to develop and deliver I.B. Middle Years' Program curriculum units to positively impact students' mastery of the standards and I.B. concepts.

## 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. Increase parent and family involvement in students' education and academic achievement** 1a

G098072

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

**Targeted Barriers to Achieving the Goal** 3

- Students and families are not aware of resources available to them..

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

- After School Tutoring for Math and Science

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

Data showing parent/family involvement in parent nights and assessment data showing benefits to students from tutoring services and resources.

**Person Responsible**

Leon Williams

**Schedule**

Semiannually, from 12/5/2017 to 5/8/2018

**Evidence of Completion**

Sign-in Sheet Sheets from parents, Star Math Data, Classroom Formative Assessment Data.

**G2.** The Jewett Middle Academy school teams will align/integrate school climate, social-emotional, academic, behavior initiatives, and interventions within the M.T.S.S. framework establishing conditions for learning while focusing on standards-based Instruction. 1a

G098073

**Targets Supported** 1b

| Indicator                   | Annual Target |
|-----------------------------|---------------|
| Attendance rate             | 90.0          |
| Discipline incidents        | 25.0          |
| FSA Mathematics Achievement | 52.0          |

**Targeted Barriers to Achieving the Goal** 3

- Some teachers do not know how to appropriately address students with behavioral issues.
- There is a lack of understanding of the M.T.S.S. process

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

- Champs materials, Ethics Training Materials, M.T.S.S. Resources
- Progress Monitoring Tools
- Intervention Forms for Differentiated Instruction

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

Gather data on behavior, attendance, and formative assessment data; and monitor data for effectiveness of strategies.

**Person Responsible**

Leon Williams

**Schedule**

Monthly, from 10/24/2017 to 5/9/2018

**Evidence of Completion**

Determine based on the data from monitoring forms and/or Unify/Performance Matters is there is an increase in the number of students meeting proficiency.

**G3.** Teachers in all curriculum areas will be able to develop and deliver I.B. Middle Years' Program curriculum units to positively impact students' mastery of the standards and I.B. concepts. 1a

G098074

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement          | 67.0          |
| FSA Mathematics Achievement  | 57.0          |
| FCAT 2.0 Science Proficiency | 55.0          |
| 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

- Some teachers having difficulty understand how to align the M.Y.P. Unit Plans align with Standards-Based Lesson Plans.

**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 G3.** 8

Analyze M.Y.P. Assessment Data to monitor growth in student learning and proficiency in M.Y.P. assessment objectives.

**Person Responsible**

Jacquelyn Moore

**Schedule**

Monthly, from 11/7/2017 to 5/8/2018

**Evidence of Completion**

M.Y.P. Assessment Rubrics, M.Y.P. Assessment Grades



## 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

 = Problem Solving Step     S123456 = Quick Key

**G1. Increase parent and family involvement in students' education and academic achievement** 1

 G098072

**G1.B1 Students and families are not aware of resources available to them..** 2

 B263782

**G1.B1.S1** Send out information to parents via email, website, and school newsletter about the Title 1 Resource Center, Tutoring Services Available at school, family curriculum nights, portfolio conferences, and assessment day. 4

 S279380

**Strategy Rationale**

To give parents the knowledge and resources needed to make decisions that will positively benefit their child's education.

**Action Step 1** 5

Offer tutoring math, science, and academic enrichment to benefit students at-risk (Tier 2 and Tier 3).

**Person Responsible**

Alicia Donald

**Schedule**

Weekly, from 9/12/2017 to 4/24/2018

**Evidence of Completion**

Sign-In Sheets, Log of Tutoring Hours

**Action Step 2** 5

Invite Parents and Students to curriculum nights, student-led Portfolio Nights, and assessment day.

**Person Responsible**

Joanne Farthing

**Schedule**

Semiannually, from 11/14/2017 to 3/13/2018

**Evidence of Completion**

Sign-Sheet, Evaluation Forms, Student Electronic Portfolios

### Action Step 3 5

Joanne Farthing, Title 1 Facilitator, will Facilitate, Communicate, and Organize Family Involvement

**Person Responsible**

Joanne Farthing

**Schedule**

Monthly, from 9/19/2017 to 5/15/2018

**Evidence of Completion**

Sign-In Sheets, Evaluation Forms, Title 1 Compact, Parent and Family Plan

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

We will give parents the opportunity to give feedback on our Compact and Parent/Family Engagement Plan, Assessment Day, Student-Led Portfolio Nights, and Curriculum Nights.

**Person Responsible**

Joanne Farthing

**Schedule**

Quarterly, from 10/3/2017 to 5/22/2018

**Evidence of Completion**

Sign-In Sheet, Parent Evaluation/Feedback Forms

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

Survey parents to determine participation of activities and use of resources available to support their child's education.

**Person Responsible**

Joanne Farthing

**Schedule**

Quarterly, from 10/10/2017 to 3/13/2018

**Evidence of Completion**

Survey Information from parents, and evaluation/feedback forms from the family curriculum nights and portfolio conferences.

**G2.** The Jewett Middle Academy school teams will align/integrate school climate, social-emotional, academic, behavior initiatives, and interventions within the M.T.S.S. framework establishing conditions for learning while focusing on standards-based Instruction. 1

G098073

**G2.B1** Some teachers do not know how to appropriately address students with behavioral issues. 2

B263783

**G2.B1.S1** Teachers will incorporate Champs and other effective management strategies in the classroom. 4

S279381

### Strategy Rationale

A consistent behavior management system across campus.

### Action Step 1 5

Professional Development on Champs

#### Person Responsible

Garlyn Issac

#### Schedule

On 9/19/2017

#### Evidence of Completion

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

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

#### Person Responsible

Garlyn Issac

#### Schedule

Semiannually, from 10/11/2016 to 1/16/2018

#### Evidence of Completion

Observation instrument to record the use of Champs strategies.

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

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

**Person Responsible**

Garlyn Issac

**Schedule**

Semiannually, from 11/14/2017 to 2/13/2018

**Evidence of Completion**

Discipline Data, Classroom Observation Data

**G2.B2** There is a lack of understanding of the M.T.S.S. process 2

 B263784

**G2.B2.S1** Train staff on the M.T.S.S. process 4

 S279382

**Strategy Rationale**

In order to monitor and establish interventions, the staff needs to understand the M.T.S.S. process and how the collaborative process is necessary for success.

**Action Step 1** 5

Professional Development Session on the M.T.S.S. Process

**Person Responsible**

Garlyn Issac

**Schedule**

On 8/28/2017

**Evidence of Completion**

Sign-In Sheets, M.T.S.S. Questionnaire completion, Intervention Forms

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

Each teacher will identify their Tier 2 and 3 students and provide interventions.

**Person Responsible**

Garlyn Issac

**Schedule**

Weekly, from 9/6/2017 to 5/8/2018

***Evidence of Completion***

Teacher will provide state testing data and formative assessment progress monitoring data in their data notebook, teachers will provide administration with a copy of intervention strategies,

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

Monthly, from 10/10/2017 to 5/8/2018

***Evidence of Completion***

Data from classroom formative assessments showing student proficiency/mastery of the standards. Unify/Performance Matters can be used as a tool for this.

**G2.B2.S2** Incorporate the M.T.S.S. process into collaborative planning/P.L.C.'s **4**

 S279383

**Strategy Rationale**

The staff need to constantly monitor and review Tier 2 and 3 students to be able to use timely effective interventions.

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

Train the staff on the M.T.S.S. process

**Person Responsible**

Garlyn Issac

**Schedule**

On 8/21/2017

***Evidence of Completion***

Sign-In Sheets, M.T.S.S. Questionnaire completion, Intervention Forms

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

Train the staff on analyzing data using Unify/Performance Matters

**Person Responsible**

Leon Williams

**Schedule**

On 8/28/2017

***Evidence of Completion***

Print out three year data on Tier 2 and Tier 3 students from performance matters

**Action Step 3** **5**

One Collaborative Planning each month will be focused on M.T.S.S. process and interventions

**Person Responsible**

Jacquelyn Moore

**Schedule**

Monthly, from 8/29/2017 to 5/8/2018

***Evidence of Completion***



**Action Step 4** 5

Training on Marzano's Learning Framework

**Person Responsible**

Leon Williams

**Schedule**

On 9/5/2017

***Evidence of Completion***

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

Each teacher will identify their Tier 2 and 3 students and provide interventions.

**Person Responsible**

Garlyn Issac

**Schedule**

Weekly, from 9/6/2017 to 5/8/2018

***Evidence of Completion***

Teacher will provide state testing data and formative assessment progress monitoring data in their data notebook, teachers will provide administration with a copy of intervention strategies,

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

Observations of interventions in the classroom.

**Person Responsible**

Jacquelyn Moore

**Schedule**

On 9/6/2017

***Evidence of Completion***

Informal observation form showing Tier 2 and 3 interventions, intervention strategies action plan with dates of completion.

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

Sharing best practices and intervention strategies in collaborative planning.

**Person Responsible**

Leon Williams

**Schedule**

Monthly, from 9/5/2017 to 5/8/2018

**Evidence of Completion**

Teachers will share a reflection of each M.T.S.S. session and will be able to share concerns, best practices, or intervention strategies.

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

Teachers will track students' proficiency of each standard.

**Person Responsible**

Leon Williams

**Schedule**

Monthly, from 9/6/2017 to 5/8/2018

**Evidence of Completion**

Teachers will submit data collection form showing state standard with the proficiency level of each student.

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

Monthly, from 10/10/2017 to 5/8/2018

**Evidence of Completion**

Data from classroom formative assessments showing student proficiency/mastery of the standards. Unify/Performance Matters can be used as a tool for this.

**G2.B2.S3** Weekly M.T.S.S. meetings with Administration and Guidance. 4

 S279384

**Strategy Rationale**

This will give the opportunity to revise and improve the M.T.S.S. process and identify students that need interventions.

**Action Step 1** 5

Weekly meeting with Administration and Guidance to monitor and improve M.T.S.S. process

**Person Responsible**

Jacquelyn Moore

**Schedule**

Weekly, from 8/22/2017 to 5/8/2018

***Evidence of Completion***

Administrative Action Plan, Meeting Minutes/Notes,

**Plan to Monitor Fidelity of Implementation of G2.B2.S3** 6

Administration and Guidance will prepare and monitor school-wide interventions for Tier 2 and Tier 3 students.

**Person Responsible**

Leon Williams

**Schedule**

Weekly, from 9/5/2017 to 5/8/2018

***Evidence of Completion***

School-Wide Tier 2 and Tier 3 student lists with Intervention.

## Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Administration and Guidance will analyze school-wide formative assessment data, attendance data, and discipline data; and monitor strategies that show growth and improvement.

### Person Responsible

Jacquelyn Moore

### Schedule

Monthly, from 10/10/2017 to 5/8/2018

### Evidence of Completion

Formative Assessment Data from Unify/Performance Matters, Attendance Data from Pinnacle/Unify, Discipline Data from Genesis/Unify

**G2.B2.S4** Title 1 Literacy Coach will work with teachers through P.L.C.'s and in their classroom to help support the teachers in implement the M.T.S.S. to benefit at-risk students (Tier 2 and Tier 3) 4

 S279385

### Strategy Rationale

Support teachers in implemented the M.T.S.S. process.

## Action Step 1 5

Cynthia Torres, our literacy/instructional coach with work with other teachers to improve their instructional practices.

### Person Responsible

Cynthia Torres

### Schedule

Daily, from 8/15/2017 to 5/22/2018

### Evidence of Completion

Non-evaluative Observation Data, Mentor Log

**Plan to Monitor Fidelity of Implementation of G2.B2.S4** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G2.B2.S4** 7

The literacy coach will check the progress monitoring tools and assessments used in the classroom.

**Person Responsible**

Cynthia Torres

**Schedule**

Weekly, from 9/4/2017 to 5/14/2018

***Evidence of Completion***

Data Notebook, Proficiency/Mastery Chart, M.T.S.S. student intervention form, Non-evaluative observations.

**G2.B2.S5** Share with teacher Marzano's "Standards Based Classroom Teaching Map and how it relates to the M.T.S.S. process. 4

 S279386

### Strategy Rationale

Teachers will understand the connection between preparing your class for learning, formative assessments, progress monitoring, differentiating instruction and interventions will help improve student learning.

### Action Step 1 5

Professional Development on Marzano's Standards Based Classroom Teaching Map.

#### Person Responsible

Leon Williams

#### Schedule

Quarterly, from 9/28/2017 to 5/15/2018

#### Evidence of Completion

### Plan to Monitor Fidelity of Implementation of G2.B2.S5 6

Classroom Observations to monitor if teachers are understanding the content and applying the practices in their classroom.

#### Person Responsible

Jacquelyn Moore

#### Schedule

#### Evidence of Completion

Observation Forms,

**Plan to Monitor Effectiveness of Implementation of G2.B2.S5** 7

Check to see if M.T.S.S. individual student interventions are being used in the classroom.

**Person Responsible**

Garlyn Issac

**Schedule**

Monthly, from 9/26/2017 to 5/28/2018

***Evidence of Completion***

MTSS Intervention form, Level of proficiency/mastery charts



**G3.** Teachers in all curriculum areas will be able to develop and deliver I.B. Middle Years' Program curriculum units to positively impact students' mastery of the standards and I.B. concepts. 1

G098074

**G3.B1** Some teachers having difficulty understand how to align the M.Y.P. Unit Plans align with Standards-Based Lesson Plans. 2

B263785

**G3.B1.S1** Show teachers how to create M.Y.P. Unit Plan and align them with Standards-Based Lesson Plans. 4

S279387

### Strategy Rationale

Students will understand how the M.Y.P. framework can enhance student learning and connection used in conjunctions with standards-based learning.

### Action Step 1 5

Refresher Workshop on how to create quality M.Y.P. Unit Plans

#### Person Responsible

Paulette Jacobs

#### Schedule

On 8/15/2017

#### Evidence of Completion

Two completed unit plans by the end of October.

### Action Step 2 5

One P.L.C. each month focusing on M.Y.P. Units

#### Person Responsible

Paulette Jacobs

#### Schedule

Monthly, from 8/29/2017 to 5/8/2018

#### Evidence of Completion

Completed M.Y.P. Assessments and Rubrics

### Action Step 3 5

Training by a National I.B. Trainer

**Person Responsible**

Paulette Jacobs

**Schedule**

On 11/14/2017

***Evidence of Completion***

Unit Evaluations and Reflections

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

M.Y.P. Units Plans will be evaluated for quality.

**Person Responsible**

Paulette Jacobs

**Schedule**

Monthly, from 10/24/2017 to 5/8/2018

***Evidence of Completion***

Unit Plan Reflections, Evaluation Forms, Completed Unit Plans

### Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Observations and feedback on the implementation of the Unit Plan in the classroom

**Person Responsible**

Leon Williams

**Schedule**

Monthly, from 10/24/2017 to 5/8/2018

***Evidence of Completion***

Observation Form



## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity  | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date     |
|-------------------------|---|------------------|-------------------------------|---|------------------------|
| <b>2018</b>             |   |                  |                               |   |                        |
| G2.B2.S4.MA1<br>M407237 | [no content entered]  |                  | No Start Date                 |   | No End Date one-time   |
| G2.B2.S5.MA1<br>M407239 | Classroom Observations to monitor if teachers are understanding the content and applying the...       | Moore, Jacquelyn | 9/26/2017                     | Observation Forms,  | No End Date one-time   |
| G3.B1.S1.A1<br>A376521  | Refresher Workshop on how to create quality M.Y.P. Unit Plans   | Jacobs, Paulette | 8/15/2017                     | Two completed unit plans by the end of October.   | 8/15/2017 one-time     |
| G2.B2.S2.A1<br>A376514  | Train the staff on the M.T.S.S. process   | Issac, Garlyn    | 8/21/2017                     | Sign-In Sheets, M.T.S.S. Questionnaire completion, Intervention Forms   | 8/21/2017 one-time     |
| G2.B2.S1.A1<br>A376513  | Professional Development Session on the M.T.S.S. Process  | Issac, Garlyn    | 8/28/2017                     | Sign-In Sheets, M.T.S.S. Questionnaire completion, Intervention Forms   | 8/28/2017 one-time     |
| G2.B2.S2.A2<br>A376515  | Train the staff on analyzing data using Unify/Performance Matters                                     | Williams, Leon   | 8/28/2017                     | Print out three year data on Tier 2 and Tier 3 students from performance matters  | 8/28/2017 one-time     |
| G2.B2.S2.A4<br>A376517  | Training on Marzano's Learning Framework  | Williams, Leon   | 9/5/2017                      |   | 9/5/2017 one-time      |
| G2.B2.S2.MA2<br>M407231 | Observations of interventions in the classroom.   | Moore, Jacquelyn | 9/6/2017                      | Informal observation form showing Tier 2 and 3 interventions, intervention strategies action plan with dates of completion.                               | 9/6/2017 one-time      |
| G2.B1.S1.A1<br>A376512  | Professional Development on Champs  | Issac, Garlyn    | 9/12/2017                     |   | 9/19/2017 one-time     |
| G3.B1.S1.A3<br>A376523  | Training by a National I.B. Trainer   | Jacobs, Paulette | 11/14/2017                    | Unit Evaluations and Reflections  | 11/14/2017 one-time    |
| G2.B1.S1.MA1<br>M407226 | Classroom observation to see the use of Champs materials and strategies in the classroom.             | Issac, Garlyn    | 10/11/2016                    | Observation instrument to record the use of Champs strategies.  | 1/16/2018 semiannually |
| G2.B1.S1.MA1<br>M407225 | Give resources to teachers to support Champs and share best practices in collaborative planning       | Issac, Garlyn    | 11/14/2017                    | Discipline Data, Classroom Observation Data   | 2/13/2018 semiannually |
| G1.B1.S1.MA1<br>M407222 | Survey parents to determine participation of activities and use of resources available to support...  | Farthing, Joanne | 10/10/2017                    | Survey Information from parents, and evaluation/feedback forms from the family curriculum nights and portfolio conferences.                               | 3/13/2018 quarterly    |
| G1.B1.S1.A2<br>A376510  | Invite Parents and Students to curriculum nights, student-led Portfolio Nights, and assessment day.   | Farthing, Joanne | 11/14/2017                    | Sign-Sheet, Evaluation Forms, Student Electronic Portfolios   | 3/13/2018 semiannually |
| G1.B1.S1.A1<br>A376509  | Offer tutoring math, science, and academic enrichment to benefit students at-risk (Tier 2 and Tier... | Donald, Alicia   | 9/12/2017                     | Sign-In Sheets, Log of Tutoring Hours   | 4/24/2018 weekly       |
| G1.MA1<br>M407224       | Data showing parent/family involvement in parent nights and assessment data showing benefits to...    | Williams, Leon   | 12/5/2017                     | Sign-in Sheet Sheets from parents, Star Math Data, Classroom Formative Assessment Data.   | 5/8/2018 semiannually  |
| G3.MA1<br>M407243       | Analyze M.Y.P. Assessment Data to monitor growth in student learning and proficiency in M.Y.P....     | Moore, Jacquelyn | 11/7/2017                     | M.Y.P. Assessment Rubrics, M.Y.P. Assessment Grades   | 5/8/2018 monthly       |
| G2.B2.S1.MA1<br>M407227 | View teachers' formative assessment data and measure how effective the adjusted instruction was at... | Moore, Jacquelyn | 10/10/2017                    | Data from classroom formative assessments showing student proficiency/mastery of the standards. Unify/Performance Matters can be used as a tool for this. | 5/8/2018 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.MA1<br> M407228   | Each teacher will identify their Tier 2 and 3 students and provide interventions.                     | Issac, Garlyn    | 9/6/2017                      | Teacher will provide state testing data and formative assessment progress monitoring data in their data notebook, teachers will provide administration with a copy of intervention strategies, | 5/8/2018 weekly     |
| G3.B1.S1.MA1<br> M407241   | Observations and feedback on the implementation of the Unit Plan in the classroom                     | Williams, Leon   | 10/24/2017                    | Observation Form   | 5/8/2018 monthly    |
| G3.B1.S1.MA1<br> M407242   | M.Y.P. Units Plans will be evaluated for quality.   | Jacobs, Paulette | 10/24/2017                    | Unit Plan Reflections, Evaluation Forms, Completed Unit Plans  | 5/8/2018 monthly    |
| G3.B1.S1.A2<br> A376522    | One P.L.C. each month focusing on M.Y.P. Units  | Jacobs, Paulette | 8/29/2017                     | Completed M.Y.P. Assessments and Rubrics   | 5/8/2018 monthly    |
| G2.B2.S2.MA1<br> M407229   | View teachers' formative assessment data and measure how effective the adjusted instruction was at... | Moore, Jacquelyn | 10/10/2017                    | Data from classroom formative assessments showing student proficiency/mastery of the standards. Unify/Performance Matters can be used as a tool for this.                                      | 5/8/2018 monthly    |
| G2.B2.S2.MA1<br> M407230   | Each teacher will identify their Tier 2 and 3 students and provide interventions.                     | Issac, Garlyn    | 9/6/2017                      | Teacher will provide state testing data and formative assessment progress monitoring data in their data notebook, teachers will provide administration with a copy of intervention strategies, | 5/8/2018 weekly     |
| G2.B2.S2.MA3<br> M407232   | Sharing best practices and intervention strategies in collaborative planning.                         | Williams, Leon   | 9/5/2017                      | Teachers will share a reflection of each M.T.S.S. session and will be able to share concerns, best practices, or intervention strategies.  | 5/8/2018 monthly    |
| G2.B2.S2.MA4<br> M407233  | Teachers will track students' proficiency of each standard.   | Williams, Leon   | 9/6/2017                      | Teachers will submit data collection form showing state standard with the proficiency level of each student.   | 5/8/2018 monthly    |
| G2.B2.S2.A3<br> A376516  | One Collaborative Planning each month will be focused on M.T.S.S. process and interventions           | Moore, Jacquelyn | 8/29/2017                     |  | 5/8/2018 monthly    |
| G2.B2.S3.MA1<br> M407234 | Administration and Guidance will analyze school-wide formative assessment data, attendance data,...   | Moore, Jacquelyn | 10/10/2017                    | Formative Assessment Data from Unify/Performance Matters, Attendance Data from Pinnacle/Unify, Discipline Data from Genesis/Unify  | 5/8/2018 monthly    |
| G2.B2.S3.MA1<br> M407235 | Administration and Guidance will prepare and monitor school-wide interventions for Tier 2 and Tier... | Williams, Leon   | 9/5/2017                      | School-Wide Tier 2 and Tier 3 student lists with Intervention.   | 5/8/2018 weekly     |
| G2.B2.S3.A1<br> A376518  | Weekly meeting with Administration and Guidance to monitor and improve M.T.S.S. process               | Moore, Jacquelyn | 8/22/2017                     | Administrative Action Plan, Meeting Minutes/Notes,   | 5/8/2018 weekly     |
| G2.MA1<br> M407240       | Gather data on behavior, attendance, and formative assessment data; and monitor data for...           | Williams, Leon   | 10/24/2017                    | Determine based on the data from monitoring forms and/or Unify/Performance Matters is there is an increase in the number of students meeting proficiency.                                      | 5/9/2018 monthly    |
| G2.B2.S4.MA1<br> M407236 | The literacy coach will check the progress monitoring tools and assessments used in the classroom.    | Torres, Cynthia  | 9/4/2017                      | Data Notebook, Proficiency/Mastery Chart, M.T.S.S. student intervention form, Non-evaluative observations.   | 5/14/2018 weekly    |
| G1.B1.S1.A3<br> A376511  | Joanne Farthing, Title 1 Facilitator, will Facilitate, Communicate, and Organize Family Involvement   | Farthing, Joanne | 9/19/2017                     | Sign-In Sheets, Evaluation Forms, Title 1 Compact, Parent and Family Plan  | 5/15/2018 monthly   |
| G2.B2.S5.A1<br> A376520  | Professional Development on Marzano's Standards Based Classroom Teaching Map.                         | Williams, Leon   | 9/28/2017                     |  | 5/15/2018 quarterly |
| G1.B1.S1.MA1<br> M407223 | We will give parents the opportunity to give feedback on our Compact and Parent/Family Engagement...  | Farthing, Joanne | 10/3/2017                     | Sign-In Sheet, Parent Evaluation/Feedback Forms  | 5/22/2018 quarterly |

Polk - 0711 - Jewett Middle Academy Magnet - 2017-18 SIP

*Jewett Middle Academy Magnet*

| Source  | Task, Action Step or Monitoring Activity   | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion                       | Due Date/ End Date |
|---|--|-----------------|-------------------------------|---|--------------------|
| G2.B2.S4.A1<br> A376519  | Cynthia Torres, our literacy/instructional coach with work with other teachers to improve their... | Torres, Cynthia | 8/15/2017                     | Non-evaluative Observation Data, Mentor Log                 | 5/22/2018 daily    |
| G2.B2.S5.MA1<br> M407238 | Check to see if M.T.S.S. individual student interventions are being used in the classroom.         | Issac, Garlyn   | 9/26/2017                     | MTSS Intervention form, Level of proficiency/mastery charts | 5/28/2018 monthly  |

## V. Professional Development Opportunities

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

**G2.** The Jewett Middle Academy school teams will align/integrate school climate, social-emotional, academic, behavior initiatives, and interventions within the M.T.S.S. framework establishing conditions for learning while focusing on standards-based Instruction.

**G2.B1** Some teachers do not know how to appropriately address students with behavioral issues.

**G2.B1.S1** Teachers will incorporate Champs and other effective management strategies in the classroom.

### PD Opportunity 1

Professional Development on Champs

#### Facilitator

Garlyn Issac

#### Participants

All Teachers, Guidance, and Administration

#### Schedule

On 9/19/2017

**G2.B2** There is a lack of understanding of the M.T.S.S. process

**G2.B2.S1** Train staff on the M.T.S.S. process

### PD Opportunity 1

Professional Development Session on the M.T.S.S. Process

#### Facilitator

Garlyn Issac

#### Participants

Instructional Staff, Guidance, and Administration

#### Schedule

On 8/28/2017

**G2.B2.S2** Incorporate the M.T.S.S. process into collaborative planning/P.L.C.'s

**PD Opportunity 1**

Train the staff on the M.T.S.S. process

**Facilitator**

Garlyn Issac

**Participants**

Jewett Middle Academy instructional staff, guidance, and administration

**Schedule**

On 8/21/2017

**PD Opportunity 2**

Training on Marzano's Learning Framework

**Facilitator**

Leon Williams

**Participants**

Instructional and Support Staff

**Schedule**

On 9/5/2017

**G2.B2.S5** Share with teacher Marzano's "Standards Based Classroom Teaching Map and how it relates to the M.T.S.S. process.

**PD Opportunity 1**

Professional Development on Marzano's Standards Based Classroom Teaching Map.

**Facilitator**

Leon Williams

**Participants**

Teacher and Instructional Support Staff

**Schedule**

Quarterly, from 9/28/2017 to 5/15/2018

**G3.** Teachers in all curriculum areas will be able to develop and deliver I.B. Middle Years' Program curriculum units to positively impact students' mastery of the standards and I.B. concepts.

**G3.B1** Some teachers having difficulty understand how to align the M.Y.P. Unit Plans align with Standards-Based Lesson Plans.

**G3.B1.S1** Show teachers how to create M.Y.P. Unit Plan and align them with Standards-Based Lesson Plans.

### **PD Opportunity 1**

Refresher Workshop on how to create quality M.Y.P. Unit Plans

#### **Facilitator**

Paulette Jacobs

#### **Participants**

Instructional Staff

#### **Schedule**

On 8/15/2017

### **PD Opportunity 2**

Training by a National I.B. Trainer

#### **Facilitator**

Nicole Dietert: National I.B. Trainer

#### **Participants**

Jewett Middle Academy Instructional Staff

#### **Schedule**

On 11/14/2017



## VI. Technical Assistance Items

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

**G2.** The Jewett Middle Academy school teams will align/integrate school climate, social-emotional, academic, behavior initiatives, and interventions within the M.T.S.S. framework establishing conditions for learning while focusing on standards-based Instruction.

**G2.B2** There is a lack of understanding of the M.T.S.S. process

**G2.B2.S2** Incorporate the M.T.S.S. process into collaborative planning/P.L.C.'s

### TA Opportunity 1

Train the staff on analyzing data using Unify/Performance Matters

#### Facilitator

Leon Williams

#### Participants

Instructional Staff

#### Schedule

On 8/28/2017

## VII. Budget

|   |             |  |                                     |                 |     |            |
|---|-------------|--|-------------------------------------|-----------------|-----|------------|
| 1 | G1.B1.S1.A1 | Offer tutoring math, science, and academic enrichment to benefit students at-risk (Tier 2 and Tier 3). |                                     |                 |     | \$5,141.96 |
|   | Function    | Object   | Budget Focus                        | Funding Source  | FTE | 2017-18    |
|   | 5900        | 120-Classroom Teachers   | 0711 - Jewett Middle Academy Magnet | Title, I Part A |     | \$5,141.96 |
| 2 | G1.B1.S1.A2 | Invite Parents and Students to curriculum nights, student-led Portfolio Nights, and assessment day.    |                                     |                 |     | \$1,465.63 |
|   | Function    | Object   | Budget Focus                        | Funding Source  | FTE | 2017-18    |
|   | 6150        |  | 0711 - Jewett Middle Academy Magnet | Title, I Part A |     | \$1,465.63 |
| 3 | G1.B1.S1.A3 | Joanne Farthing, Title 1 Facilitator, will Facilitate, Communicate, and Organize Family Involvement    |                                     |                 |     | \$1,353.15 |
|   | Function    | Object   | Budget Focus                        | Funding Source  | FTE | 2017-18    |
|   |             |  | 0711 - Jewett Middle Academy Magnet |                 |     | \$1,353.15 |
| 4 | G2.B1.S1.A1 | Professional Development on Champs   |                                     |                 |     | \$0.00     |

**Polk - 0711 - Jewett Middle Academy Magnet - 2017-18 SIP**  
*Jewett Middle Academy Magnet*

|               |             |  |                                     |                 |     |                    |
|---------------|-------------|--|-------------------------------------|-----------------|-----|--------------------|
| 5             | G2.B2.S1.A1 | Professional Development Session on the M.T.S.S. Process   |                                     |                 |     | \$0.00             |
| 6             | G2.B2.S2.A1 | Train the staff on the M.T.S.S. process  |                                     |                 |     | \$0.00             |
| 7             | G2.B2.S2.A2 | Train the staff on analyzing data using Unify/Performance Matters  |                                     |                 |     | \$0.00             |
| 8             | G2.B2.S2.A3 | One Collaborative Planning each month will be focused on M.T.S.S. process and interventions                              |                                     |                 |     | \$0.00             |
| 9             | G2.B2.S2.A4 | Training on Marzano's Learning Framework   |                                     |                 |     | \$1,100.00         |
|               | Function    | Object   | Budget Focus                        | Funding Source  | FTE | 2017-18            |
|               | 6400        |  | 0711 - Jewett Middle Academy Magnet | Title, I Part A |     | \$1,100.00         |
| 10            | G2.B2.S3.A1 | Weekly meeting with Administration and Guidance to monitor and improve M.T.S.S. process                                  |                                     |                 |     | \$0.00             |
| 11            | G2.B2.S4.A1 | Cynthia Torres, our literacy/instructional coach with work with other teachers to improve their instructional practices. |                                     |                 |     | \$68,936.10        |
|               | Function    | Object   | Budget Focus                        | Funding Source  | FTE | 2017-18            |
|               | 6400        | 160-Other Support Personnel  | 0711 - Jewett Middle Academy Magnet | Title, I Part A |     | \$68,936.10        |
| 12            | G2.B2.S5.A1 | Professional Development on Marzano's Standards Based Classroom Teaching Map.  |                                     |                 |     | \$200.00           |
|               | Function    | Object   | Budget Focus                        | Funding Source  | FTE | 2017-18            |
|               | 6400        |  | 0711 - Jewett Middle Academy Magnet | Title, I Part A |     | \$200.00           |
| 13            | G3.B1.S1.A1 | Refresher Workshop on how to create quality M.Y.P. Unit Plans  |                                     |                 |     | \$0.00             |
| 14            | G3.B1.S1.A2 | One P.L.C. each month focusing on M.Y.P. Units   |                                     |                 |     | \$0.00             |
| 15            | G3.B1.S1.A3 | Training by a National I.B. Trainer  |                                     |                 |     | \$1,000.00         |
|               | Function    | Object   | Budget Focus                        | Funding Source  | FTE | 2017-18            |
|               | 6400        | 160-Other Support Personnel  | 0711 - Jewett Middle Academy Magnet | General Fund    |     | \$1,000.00         |
| <b>Total:</b> |             |  |                                     |                 |     | <b>\$79,196.84</b> |