

Polk County Public Schools

Jewett School Of The Arts



2017-18 Schoolwide Improvement Plan

Jewett School Of The Arts

2250 8TH ST NE, Winter Haven, FL 33881

<http://schools.polk-fl.net/jewettschoolofthearts>

School Demographics

School Type and Grades Served
(per MSID File)

2016-17 Title I School

2016-17 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

Combination School
PK-8

Yes

54%

Primary Service Type
(per MSID File)

Charter School

2018-19 Minority Rate
(Reported as Non-white
on Survey 2)

K-12 General Education

No

64%

School Grades History

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

**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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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 School Of The Arts

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.

The mission of Jewett School of the Arts is to provide all participants in our learning community with the resources needed to become responsible, life-long learners committed to excellence in the academics and the arts.

b. Provide the school's vision statement.

The Vision of Jewett School of the Arts is to provide the pathway for faculty, staff, parents and community to cultivate, through communication, a sense of ownership, spirit and pride in the school. Not only must students be prepared academically; they must be fostered with a sense of cultural awareness which includes an appreciation of the arts, acceptance of diversity, and the community.

2. School Environment

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

The school has student orientation nights and parent orientation nights to provide an informal setting to speak with parents and students to obtain information on the students personality and background information in a relaxed setting. The instructors provide exercises within the classroom to celebrate the individual cultures by describing their traditions, daily events, and holiday celebrations throughout the year in the classrooms. Instructors also provide opportunities through student showcases in all of the areas of the arts and various clubs and student organizations that provide small group setting to better understand the students culture and build up strong relationships. The school has also integrated service based learning courses in grades 6 - 8 to further promote opportunities for students the opportunity to foster relationships.

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

The school provides all students with the means to report any issues or concerns to their instructors, guidance department, or administration. We provide School Wide Bullying lessons for all students. We provide a student bullying intervention reporting box in the front office. The school website has a link to report bullying. The school news provides telecast on expectations of student behavior and how to report and respond to bullying behavior. The guidance department provides mini lessons of teaching students how to deal with peer pressure, bullying, peer mediation, open door policy and availability for the students. The administration is highly visible in classrooms and during classroom exchanges. Administration makes a concerted effort to engage students in conversations during classroom observations, classroom exchanges, and during school day. Students are permitted to report any issues and concerns and are provided the venue to express themselves in the presence of staff members to resolve situations. We have duty schedules to provide proper supervision for our students on all parts of the campus. We lock and secure all gates during the school day to limit access to the campus to the main office entrance.

Title I, Part A Title I, Part A, funds school-wide services to Tier 2 and Tier 3 students. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III

to ensure that staff development needs are addressed accordingly.

Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Violence Prevention Programs provide violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Head Start Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

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.

The school wide behavioral system consist of our Jaguar Assessment Card (JAC) that identifies student behaviors and they are awarded points for positive behaviors. The students have incremental disciplinary consequences that incorporate parental contact/signatures, guidance conferences, administrative conferences, detention (short length/ longer length). The students are permitted 15 minor infractions prior to receiving a disciplinary referral. The students are aware of the clear expectations of the school through messages provided by the student news show, instructors have clear classroom guidelines and behavior expectations posted. School personnel receives training from administration and disciplinary updates are provided throughout the year. The JAC card has clear outlines and consequences that are outlined and conveyed to the staff, students, and parents on the procedures. Students in grades k -5 are on the P.A.W.S. system. Students are allowed to earn positive points per day and provided incentives every four weeks based upon earning the minimum requirement of PAWS. Students are provided clear expectations and rules are posted throughout the classroom of all of the elementary classrooms. We are also instituting the C.H.A.M.P.S. behavior model for student volume and behavior. The C.H.A.M.P.S. system is used to monitor volume, movement, actions, and expectations for students during transitions, during class, and interactions with others. Staff members and students will be offered professional development throughout the year through PLC's for staff members. The school also is implementing PBIS system to reward and promote positive student behavior. We have incentives for positive behavior utilizing a school store and events to celebrate student successes. Students will receive instruction primarily from classroom instructors with reinforcement from administration through multiple modes. Jaguar TV, School Newsletter, School Bulletin Boards, Parent Nights.

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.

Our guidance department provides counseling for students at the school site. We also arrange for services with students that have greater needs with resources from Support Services provided by the county to ensure students needs are being met. We provide mentoring to the students through a voluntary program by the staff members adopting 1 to 3 students that they are responsible for and check on their grades, discipline and progress monthly at the school site. We also utilize student peer groups to address issues at the school. We utilize district services to provide students with support that are having issues with peers, and providing strategies to deescalate situations that may arise within the school setting.

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.

Daily attendance monitoring procedures are in place as part of a "safe to school" concept and early identification of concerns and trends with attendance are identified. The school based leadership team monitors attendance and discipline rate data to identify and provide targeted intervention as is defined by Polk County School Board policy.

PBIS and CHAMPS are utilized to provide clarity of expectations and procedures throughout the school. Professional development is provided to staff as part of a monthly PLC to build staff capacity in meeting diverse needs. Tiers of support are defined and monitored through the MTSS process.

Achievement data is monitored monthly by the school based leadership team. School Based coaches, administration, and guidance counselors provide professional development, coaching, and support to staff through coaching, professional development during staff development days, PLCs, and collaborative planning.

List of early warning indicators:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.

One or more suspensions, whether in school or out of school.

Course failure in English Language Arts or mathematics.

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

Absent 10% or more of the days enrolled (using truancy absence definition).

Over-age 2 or more years for the grade level.

Total number of In School Suspension/Out of School Suspension days is greater than 3.

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	3	2	2	2	1	5	6	5	5	0	0	0	0	31	
One or more suspensions	0	1	2	0	1	2	3	4	3	0	0	0	0	16	
Course failure in ELA or Math	0	0	0	2	0	0	0	0	0	0	0	0	0	2	
Level 1 on statewide assessment	0	0	0	6	18	24	15	26	26	0	0	0	0	115	

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	3	4	0	1	2	3	4	3	0	0	0	0	20	

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

Established SBLT (School Based Leadership Team) that meets weekly to plan, monitor, and follow up on student progress. Staff members meet collaboratively to discuss student data and establish

interventions and monitor their progress. Students are provided monitoring through the MTSS system with weekly meetings checking the student progress in areas of academics, behavior, and remediation for academics. Guidance department provides support of the student by checking on grades of students and establishing goals with students and monitor progress towards academic and behavioral goals. Set up rewards system for students that meet short term goals. Parents are provided grade reports for students that are placed on academic probation. Parents, students, and instructor meet with guidance to set up an academic plan and place check points to monitor student progress. Students also have meetings with behavioral probation contracts that receive excessive suspensions. The parent, student, and administration meet set goals and parameters for the students and establish checkpoints for the student to monitor progress.

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?

No

1. PFEP Link

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

2. Description

The school provides correspondence to parents by allowing access to student grades 24 hours a day electronically through the pinnacle system. We provide a monthly newsletter to parents highlighting events that are going on at the school site. We provide weekly correspondence via e-mail through our list serve that provides information through e-mail and Connect Ed messages that provide pre recorded messages to parents and stakeholders about important information. The principal will have coffee with the principal every month to provide updates to parents on academic, current events, and updates. The school also schedules parent information nights (PIN) throughout the year on academic, behavioral, and STEAM themed information. The school has orientation nights for students. The school also will have portfolio meetings that allow parents to come in and listen to their students describe their program's progress with their school work and what they are learning during the school year. The principal provides monthly meetings with stakeholders "Coffee with the Principal" to review various school initiatives and allow small group forum to ask questions concerning stakeholders. We participate in local community activities such as holiday parades, festivals, and celebrations. PTA organization provides school information updates on social website to keep community members abreast of school activities. Principal utilizes social media Twitter, Facebook, and REMIND APP to communicate information to stakeholders. We also will have parental events for Title 1 Activities to promote parental involvement and assist parents in enhancing their students education providing reading, mathematical, and science support strategies. The school utilizes Parent and Family Engagement Nights twice a year to provide parents with resources to enhance their students' education. The school also provides workshops during the day to assist parents in communication with instructors and discussing student progress.

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.

The school establishes and solicits business partners to come in and speak to the students annually at our Great American Teach In. We work with our local community to ensure that our SAC reflects our student body and stake holders. We work with the community business partner to provide free tutoring twice a week for students K -8th grade. Our business partners support our arts departments with providing resources to enhance instruction and make the necessary purchases for productions and to create artifacts. We have business partners come in and support the curriculum by providing presentations and lessons on STEAM related subject matter to provide real world application. Business partners provide equipment for our extramural equipment, uniforms, and coaching for sports.

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
Sears, Michael	Principal
Dean, Samantha	Assistant Principal
Dill, Dennis	Teacher, K-12
Huyhn, Rhoda	School Counselor
gainey, nichole	Instructional Coach
Reddick, Kimberly	Instructional Coach
Sweet, Lacey	Assistant Principal
westbrook, beverly	Teacher, K-12
Phelps, Julie	Teacher, K-12
Carpenter, Christa	Teacher, K-12
Smith, Linda	Teacher, K-12
Boyce, Jennifer	Teacher, K-12
Overstreet, Teresa	Teacher, K-12
Martin, Kathleen	Teacher, K-12
Richard, Lisa	Teacher, K-12
Mills, Meredith	Teacher, K-12
Smith, Robert	Teacher, K-12
White, Katherine	

b. Duties

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

The leadership team discusses the academic, behavioral, community, STEAM, discipline and test data to drive decisions to ensure the school is being ran effectively. The leadership team discusses how the implementation of professional development is progressing towards the goals set at the onset of the year based on the previous years assessment data (STAR, FSA, Progress Monitoring). Responsibility of the team is to serve as barometers of the schools' disciplinary plan for the school and the trends that are occurring with disciplinary disruptions on the campus. Provide suggestions and alterations that can positively effect the students' behaviors allowing them to maximize

instructional time and minimize distractions during instruction and during transitions. Community involvement is discussed to try and increase collaborative opportunities for the community to be involved in student learning and enhancing the learning environment. We look to discuss various projects that could infuse the community into the school culture and assist in promoting the positive learning occurring at the school site. Discuss the progress of STEAM implementation within the curriculum. Discuss formative and summative assessments concerning projects. Goals of STEAM and the effects upon student learning within the classroom environment. Disciplinary data is presented and proposals to combat trends within the findings are discussed and implemented to curtail the document occurrences at the school site. SIP goals are discussed and the data from the previous year drives the beginning of the year goals to set the target. The leadership team discusses current data and what the trends are showing to drive instruction in the grade levels. The data drives current remediation focus throughout the year for the low level students.

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.

The schools personnel for the school site is determined by the student population assigned to the school site. Program based staffing model is used for the school site. The number of administrators, instructors, electives offered, resource instructors, guidance counselors, paraprofessionals, and instructional coaches are predetermined based upon population. The curriculum resources are distributed based upon student needs expressed by the school site based upon student data, population, and resources currently in place. The school was selected as a STEAM school candidate based upon the demographics and county location to increase resources for the school site to provide quality instruction in the areas of science, technology engineering, arts, and mathematics. The school leader is responsible for setting the schedule for meetings and provides an outline for subjects for the meeting to the faculty leaders on the team to discuss with the grade level teams to provide a well rounded depiction of the information for each grade level at the leadership meeting. The school improvement process uses the lowest areas based upon the previous three years data to determine the area where the resources will be utilized to increase student achievement. Programs are purchased through the district Area Superintendents to ensure fidelity of programs.

As is defined by the Title I federal program requirements, documentation related to professional development, parent and family involvement, and student achievement will be maintained by the Title I Facilitator. Monitoring of Title I documentation is provided by the Polk County Title I Federal Programs office.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
William Alexander	Business/Community
Anetra Crawford	Parent
M Cedeno	Parent
Michael Sears	Principal
Samantha Sitek	Education Support Employee
Lisa Trueheart	Teacher
Pamela Polus	Education Support Employee
James Strunk	Parent
Lacey Sweet	Education Support Employee
Kenneth James	Parent
Anetra Triplett Crawford	Business/Community
	Student

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 SAC committee was able to review all of the academic goals, professional development plans, and approve the financial budget to drive instruction for the school year. The SAC Committee also is provided an opportunity to analyze school data and pose questions and suggestions from a diverse stakeholder background to enhance the school culture, academics, and business partnerships.

b. Development of this school improvement plan

The SAC members are allowed to review school data, discuss strategies, attend district training, review progress of goals, and provide feedback on areas of need. SAC members attend district training through the DAC to share information with the stake holders. The SAC committee is allowed to express needs and desires of the community that would increase student achievement and relationships with the community. School wide student assessment data and trends are reviewed with the committee to identify the areas of strength and to allow the areas of need to be addressed through the school improvement plan. Discussions are ongoing throughout the year with the SAC committee on the progress of the goals and the progress monitoring tools that are utilized.

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

The schools annual budget is prepared to address the greatest area of need determined by student assessments from the previous year and the SIP goals that are outlined as the highest priority on the plan. The budget is allocated based upon the Projected student enrollment at the school site.

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

School Improvement funds were utilized to purchase only instructional materials that would directly affect student achievement in the form of curriculum materials, technology for the students, extended learning materials for student achievement. The funds are always utilized only for programs and materials that would benefit over 50% of the student population.

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
Sears, Michael	Principal
Dean, Samantha	Assistant Principal
Huyhn, Rhoda	School Counselor
tillinger, charma	School Counselor
gainey, nichole	Instructional Coach
Carpenter, Christa	Teacher, K-12
Dill, Dennis	Teacher, K-12
Richard, Lisa	Teacher, K-12
Sweet, Lacey	Assistant Principal
Henry, Bridgette	Teacher, K-12
Mills, Meredith	Teacher, K-12
Smith, Linda	Teacher, K-12
Lew, Steven	Teacher, K-12

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

JSA's Literacy Leadership Team is a team facilitating a collaborative system throughout the school encouraging a climate where all teachers are teachers of literacy. Highly effective teaching and learning is promoted through professional development, a monthly PLC focused on literacy, and coaching by administration and school based coaches. The team promotes literacy through collaborative planning, Scholastic Book Fair events, family education nights, monitoring data, and coordinating with business partners and PTO for incentives for AR (Accelerated Reader Program).

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.

Collaborative Planning for all grade levels occurs weekly throughout the school. The instructors also have planned weekly PLC's that provide professional development opportunities on a consistent basis. The faculty creates STEAM units as a grade level that requires team planning throughout the school. New instructors to the school site are provided mentors to assist in planning, classroom management, school culture, and support for daily teaching. School based coaches provide professional development

and coaching. Events are scheduled throughout the year to promote positive team-building and networking.

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

We utilize the Human Resource department to provide us with a list of instructors that meet our qualifications based upon our school diversity plan to interview and possibly hire applicants that will keep us in compliance with the district strategic plan. We have a new instructor orientation and support group for our new instructors with an assigned mentor. We provide the instructors with professional development and coaching to ensure that a standards based instructional model is provided to deliver daily instruction in the classroom setting. We have weekly discussions on positives and concerns to assist in supporting our instructors. We also utilize the I3 mentor program to provide one on one support for all of our 1st and 2nd year instructors.

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

We pair our new hires with veteran instructors that are also qualified with Flight Training and have received Highly Effective/Effective Evaluations at the school site. The mentor also has displayed leadership characteristics at the school site and displays highly effective strategies within their classroom. We also provide mentors through I3 grant through professional development department for instructors that are new to teaching, providing the instructors with over 90 visits of coaching, mentoring, and modeling opportunities at the school site.

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.

The classroom instruction follows the Learning Modules provided by the district which is based upon the Florida State Standards. Daily walk throughs, formal and informal observations, and weekly PLC's discussing formative and summative assessments are facilitated. Teaching strategies using the curriculum resources provided by the district are modeled and reinforced through feedback from administration and coaches. District resource policies have streamlined the curriculum resources to ensure that the school site is using materials that are aligned with the state standards. Staff members are required to unpack standards and align instructional practices that meet the depth and scope of the standards as part of routine collaborative planning. Administration reviews learning maps and then provides feedback to staff by comparing and contrasting the lessons being created within lesson plans to the district expectations. School-based coaches are utilized to provide teachers with modeling and coaching support.

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.

Student Schedules are determined by the District Master Schedule Plan. Based upon student achievement data students that are scoring at a non proficient level receive the mandatory

remediation time for math and reading at the school site. Students that are lower level, but on the high end of that spectrum receive remediation through their elective courses through a pull out program to work on their areas of need as determined by FSA and student progress data. The school also offers after and before school tutoring to assist struggling students.

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: Extended School Day

Minutes added to school year: 637

Students receiving tutoring in area identified as a deficit learning area by core instructor. Tutoring using research based strategies and county provided materials.

Strategy Rationale

By providing extra instructional time with research based strategies, students will increase achievement in area of need by end of year assessment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sears, Michael, michael.sears@polk-fl.net

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

STAR and Achieve 3000 are primary tools utilized for progress monitoring during collaborative learning and monthly PLCs throughout the year. Data is analyzed for strengths and areas of concern, root causes for deficit areas, targets are set and leverage points identified to meet targets in the specified time of an outlined action plan. Progress toward meeting FSA achievement goals in areas of math and science is monitored through the STAR FSA Benchmark screening report.

Strategy: Summer Program

Minutes added to school year: 600

Summer learning packets in areas of math and reading to increase learning retention over break period are provided to students identified as the lowest 25% as determined from progress monitoring data including classroom data, STAR, and Achieve 3000.

Strategy Rationale

Allows students the opportunity to maintain grade level reading and math skills. Research shows that students that are in lower socioeconomic range loses amount of knowledge over the summer periods, increasing the achievement gap by well over two to three grade levels by the time a student will enter 5th grade.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sears, Michael, michael.sears@polk-fl.net

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

Students have summer mid point checks and final submission of packets to determine effectiveness of learning over the summer period. Data collected includes but is not limited to program data within Achieve 3000, TenMarks, and Read Theory.

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.

We provide baseline assessment for our incoming Kindergarten students to determine their current level of proficiency. We provide our incoming students with summer learning packets to assist the students and parents in preparing the students for kindergarten expectations. We provide a parent meeting for incoming parents to discuss formal school expectations and have instructors interact with the students. Our guidance department sets up meetings with all of the surrounding high schools to provide the students with the opportunity to register and review the academies and opportunities that are available in the county to their perspective students prior to the end of the school year. Each of the administrators from the school sites conduct a presentation highlighting their program offerings and provide the necessary forms and requirements to attend the 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.

We provide students support through guidance and outline the proper curriculum model to take in order to ensure college and career readiness. We focus on a STEAM track to provide students with courses in the area of fabrication to ensure students are prepared for their education. We also invite

all area feeder high schools to speak to 8th grade students concerning high school choices and readiness.

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

We do not offer program certifications that are allowed with the classes.

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

We do not offer the courses the courses at the school site with the fine arts being our attracting unit at the school site.

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.

Students are tracked and required to take the pre requisite courses for high school information to ensure timely graduation rates are supported within the district.

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.

Individual cohorts of data have maintained or demonstrated growth. Some grade levels have performed at a higher average than district population. Overall math proficiency achievement has increased the past two years as has the percentage of students achieving learning gains in math. In the past two years; however, reading achievement has decreased as has the percentage of students achieving learning gains. The Hispanic and White subgroups are similar in achievement results in reading and math; however, the African-American subgroup is lowest performing in both reading and math and also the highest percentage of level one students.

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.

The root causes identified by the Jewett School of the Arts stakeholders include need to strengthen alignment of instruction to Florida standards' expectations and culturally responsive high-effect size strategies, need to strengthen partnership and empowerment of parents and guardians to support goals of increased student achievement, and need for consistency with the MTSS implementation.

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.** MTSS systems and practices will be implemented with fidelity in 100% of the classrooms in order to ensure student learning gains are achieved throughout the 2017-2018 school year.
- G2.** Through Standards Based instruction aligned to the Florida State Standards all teachers will infuse all aspects of STEAM instruction model with high-effect size strategies that will result in an increase in student proficiency.

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. MTSS systems and practices will be implemented with fidelity in 100% of the classrooms in order to ensure student learning gains are achieved throughout the 2017-2018 school year. 1a

G098087

Targets Supported 1b

Indicator	Annual Target
5Es Score: Quality PD	100.0
5Es Score: Program Coherence	100.0
5Es Score: Involved Families	70.0
5Es Score: School Commitment	80.0
Literacy Rate - Kindergarten	80.0
Literacy Rate - Grade 2	80.0
Literacy Rate - Grade 1	80.0
FSA ELA Achievement - Black/African American	60.0

Targeted Barriers to Achieving the Goal 3

- Low level of integrity in fidelity of implementing core programs.
- Mindset/Teacher Buy In
- Resources to support the MTSS process (research and production).
- Authentic Student Engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Fountas and Pinnell resources to assist in fidelity along with Read Theory.
- Coaching Feedback
- Professional Requirements
- Responses to student misbehavior/lack of cultural awareness
- Equity with responses to learning/behavior/remediation
- Professional Development on MTSS processes; monthly MTSS meetings to review student data with Guidance Counselor and Administration.
- Continual Parent Involvement in the MTSS process as well as PST meetings as needed.

Plan to Monitor Progress Toward G1. 8

student progression data, tracking Tier 1,2,3, Effectiveness for coaching, survey (staff), coaching logs displaying adequate progress.

Person Responsible

Lacey Sweet

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

monthly reports on MTSS students, instructional records of monitoring MTSS students, walk through forms, coaching forms, Journey observations, SBLT meeting notes discussing MTSS progress.

Plan to Monitor Progress Toward G1. 8

Student learning progression, Fontas & Pinnell information, Read Theory records, Istation, Unify progress monitoring data.

Person Responsible

Michael Sears


Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Learning reports from programs being utilized to support student learning, student surveys, notes from MTSS monthly meetings.

G2. Through Standards Based instruction aligned to the Florida State Standards all teachers will infuse all aspects of STEAM instruction model with high-effect size strategies that will result in an increase in student proficiency. **1a**

 G098088

Targets Supported **1b**

Indicator	Annual Target
Math Lowest 25% Gains	62.0
ELA/Reading Lowest 25% Gains	62.0
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0
FSAA Science Achievement	50.0
FAA Writing Proficiency	70.0
Literacy Rate - Kindergarten	80.0
Literacy Rate - Grade 1	80.0
Literacy Rate - Grade 2	80.0
Math Gains	70.0
ELA/Reading Gains	70.0

Targeted Barriers to Achieving the Goal **3**

- Effective usage of feedback in a timely manner for the teachers to reinforce effective classroom instruction.
- Time
- Unpacking standards knowledge

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

- Khan Academy
- PCSB Resource Coach
- Go Math
- District Level Trainings
- Curriculum Modules
- STEAM Unit Curriculum Training
- Administrative STEAM Trainings
- District Level Instructional Materials

Plan to Monitor Progress Toward G2. 8

STAR Data, Instructional Focus Walks, ISTATON Reports, Reading Wonders, Achieve 3000, Think Central, Progress Monitoring Data, Unify Reports

Person Responsible

Samantha Dean

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student progress based on Grade level reports, walk through observations, District Level Assessments, Supervisor Focused Walk Throughs

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. MTSS systems and practices will be implemented with fidelity in 100% of the classrooms in order to ensure student learning gains are achieved throughout the 2017-2018 school year. **1**

 G098087

G1.B1 Low level of integrity in fidelity of implementing core programs. **2**

 B263823

G1.B1.S1 Coaching, professional development, feedback, and professional accountability on Tier 1 instruction (core) and strategies for the MTSS process to increase accountability and learning within the school. **4**

 S279427

Strategy Rationale

Providing these resources are High Impact strategies per Hattie's research and they change behavior.

Action Step 1 **5**

Instructional Coaching and Professional Accountability

Person Responsible

Lacey Sweet

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Materials covered with parents, sign in sheets of attendees

Action Step 2 **5**

MTSS Data Meetings

Person Responsible

Michael Sears

Schedule

Biweekly, from 8/24/2017 to 8/25/2017

Evidence of Completion

MTSS documentation (progress monitoring, action plans)

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

One on one coaching sessions; Small group coaching sessions; Staff at large PLC; Program Level Use Checks

Person Responsible

Lacey Sweet

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Weekly coaching forms; Agendas; Reflections, CIP goal development; Walkthroughs, Informal Observations; Formal Observations; checklists, peer observation' lesson study

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

Reviewing and reflect on MTSS data, instructional strategies, and reflective practices being utilized by staff members.

Person Responsible

Michael Sears

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

Tracking effective progress monitoring tools utilized by staff, tiered instruction, and evidence of reflective practices being implemented in daily instruction.

Person Responsible

Lacey Sweet

Schedule

Monthly, from 8/31/2016 to 5/25/2018

Evidence of Completion

MTSS documentation, focused classroom walk throughs, instructional strategies implementation, and evidence of reflective practices occurring within the classroom.

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

Tracking effective progress monitoring tools for MTSS used by staff, review instructional practices, and ensure data is up to date on all students.

Person Responsible

Michael Sears

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

MTSS data folders, MTSS documentation forms, school psychologist records, guidance feedback forms.

G1.B2 Mindset/Teacher Buy In 2

 B263824

G1.B2.S1 Coaching, professional development, feedback, and professional accountability. 4

 S279428

Strategy Rationale

Providing these resources will empower the teachers to provide high levels of instruction and build a sense of accomplishment.

Action Step 1 5

Instructional Coaching and Professional Accountability

Person Responsible

Samantha Dean

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Weekly reflections; classroom observations; monitor/facilitate meetings

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Provide teachers with one on one coaching sessions; small group coaching sessions; academic/behavior resources and PLCs (variety of topics)

Person Responsible

Samantha Dean

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Weekly reflections; classroom observations; monitor/facilitate meetings

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor classroom observations; facilitate/monitor grade level meetings; teacher surveys

Person Responsible

Samantha Dean

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Teachers/stakeholders will effectively implement MTSS; provide quality feedback/reflections during meetings and PLCs

G1.B3 Resources to support the MTSS process (research and production). 2

B263825

G1.B3.S1 Professional development, professional accountability, central office training, MTSS committee to review processes, and coaching. 4

S279429

Strategy Rationale

Providing these resources supports MTSS process. Professional development increases the knowledge of the staff and provides support for students within educational setting.

Action Step 1 5

Implementation of instructional strategies with follow up information provided to instructional staff and administration, professional development, information displaying timeline, follow up and next steps.

Person Responsible

Michael Sears

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

walk through schedule established, professional learning calendar created, monthly meeting schedule created, documentation forms established and placed in google classroom

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will provide focused walk throughs based on feedback for the instructors with observation displaying growth from initial coaching/observation. staff provides specific feedback from group coaching sessions.

Person Responsible

Schedule

Evidence of Completion

coaching notes/refelctions; implementation logs; coaching logs

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Documentation of effective implementation using all logs (coaching, implementation)

Person Responsible

Michael Sears

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Journey documentation/reflections; follow up notes on meetings with instructional staff

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Documentation of effective implementation using all logs (coaching, implementation)

Person Responsible

Michael Sears


Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Journey documentation/reflections; follow up notes on meetings with instructional staff

G1.B4 Authentic Student Engagement 2

 B263826

G1.B4.S1 Utilize classroom libraries to increase student literacy. The items are used to enhance student engagement with Reader's Workshop. The libraries will allow students to utilize leveled text to enhance reading comprehension within the classroom. 4

 S279430

Strategy Rationale

Leveled classroom libraries will allow all of the students to utilize diverse text to allow students to learn on current learning level and challenge advanced readers.

Action Step 1 5

Prepare leveled texts to support reading literacy and comprehension within the classroom.

Person Responsible

nichole gainey

Schedule

Weekly, from 8/18/2017 to 5/25/2018

Evidence of Completion

Running Records, Reading Logs, Formative assessments.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Literacy coach will visit classrooms daily based upon grade levels and monitor reading progress of students.

Person Responsible

nichole gainey

Schedule

Daily, from 8/18/2017 to 5/25/2018

Evidence of Completion

Literacy coach will track student progress on IStation, Running Records, STAR, and teacher based comprehension assessments created by classroom instructor. Students will exhibit an increase in proficiency within reading comprehension.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Literacy coach will collect data and conduct classroom observations of implementation of incorporating classroom libraries in daily instruction.

Person Responsible

nichole gainey

Schedule

Daily, from 8/18/2017 to 5/25/2018

Evidence of Completion

running records data, AR test, STAR testing, classroom assessments, will be monitored on a weekly basis to determine levels of growth by the students.

G1.B4.S2 Conduct parent workshops designed to empower parents to support core and support programs and strategies provided by the school. 4

 S279431

Strategy Rationale

Research indicates when there is increased parent involvement, students will have greater gains in student achievement.

Action Step 1 5

Parent involvement workshops and communications will be provided to empower parents to support the school's core and intervention programming.

Person Responsible

nichole gainey


Schedule

Quarterly, from 9/5/2017 to 5/31/2018


Evidence of Completion

agendas, workshop feedback surveys, conference documentation, flyers, calendars, assessment reports

G2. Through Standards Based instruction aligned to the Florida State Standards all teachers will infuse all aspects of STEAM instruction model with high-effect size strategies that will result in an increase in student proficiency. 1

 G098088

G2.B5 Effective usage of feedback in a timely manner for the teachers to reinforce effective classroom instruction. 2

 B263834

G2.B5.S1 Provide specific feedback to assist in the growth of standards based instruction. Utilizing coaching forms and Journeys evaluation data to inform instructional staff. 4

 S279434

Strategy Rationale

Timely feedback allows for the instructor to identify areas of need or alternative strategies to increase authentic student engagement and learning within the classroom.

Action Step 1 5

Provide feedback to instructional staff to support learning in the classroom. Written feedback on walk throughs highlighting strengths and areas of development. Verbal coaching to provide information to instructors with the information needed to assist the instructor in standards based instruction. Coaching provided by county subject area coaches in areas of Math, ELA, and Science.

Person Responsible

Samantha Dean

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Instructors are using information and lessons are reflecting recommendations of coaching. Coaches notes on visits provides information covered in coaching session. Coaches information also provides implementation points of the instructor and goals for the upcoming lessons. Walk Through forms are followed up with evidence walk throughs, that are providing feedback written and verbally to assess if the area of need has been improved in the classroom. School Based coaching forms.

Action Step 2 5

Coaching provided by school subject area coaches in areas of Math, ELA, and count support provided in Science.

Person Responsible

nichole gainey

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Coaching Notes, Walk Throughs, Feedback Forms, Classroom Observations, Lesson Plans, Collaborative Planning.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Review county coaching notes sessions to ensure calendar is being followed for coaching sessions in Math, Science, and ELA. Discussion with members of the SBLT (School Based Leadership Team) and visiting collaborative planning with grade levels to ensure that the instructors are implementing strategies to address the coaching forms.

Person Responsible

Samantha Dean

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Tracking the coaching forms information to establish the pattern of improvement in instruction in the classroom. Leadership meetings, discussing and summarizing feedback on the coaching forms to ensure that monitoring is transpiring at the school site.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Monitoring Classroom Walk Through Data by aggregating the information to seek to increase the percentage of Highly Effective and Effective instructors at the school site through focus on Domain 2.

Person Responsible

Samantha Dean


Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom Walk Through data, coaching talks with instructors, increase in model classrooms, feedback opportunities for instructors implementing changes from coaching forms.

G2.B8 Time 2

 B263837

G2.B8.S1 Provide extended learning opportunities including Saturday academic camps and afterschool tutoring. 4

 S279438

Strategy Rationale

Research suggests that regular participation in extended learning programs that provide academic and social activities contribute positively to children's academic and social development.

Action Step 1 5

Extended learning opportunities will be offered to students in tier 2 and tier 3 levels of support.

Person Responsible

Lacey Sweet

Schedule

Weekly, from 1/8/2018 to 5/4/2018

Evidence of Completion

Progress monitoring reports

G2.B14 Unpacking standards knowledge 2

 B263843

G2.B14.S1 Weekly collaborative planning meetings with all grade levels K - 8. Instructors will meet and unpack standards for learning modules provided by the county Learning Maps. 4

 S279439

Strategy Rationale

Provide a deeper understanding of standards, expectations, and examples of exemplars. Provide shared resources to allow diverse learning to occur within the classroom and sharing of best practices.

Action Step 1 5

Unpack standards weekly in collaborative planning examining the standards and creating the proper assessments, tasks, and activities within the classroom setting to align the standards to daily instructional delivery.

Person Responsible

Michael Sears

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Unpack standards document and lesson plans created weekly incorporating strategies

Action Step 2 5

Collaborative Planning with grade levels examining standards to create STEAM interdisciplinary units to enhance instruction across subject areas and provide instructors the opportunity to collaboratively plan focusing on vertical articulation within their subject areas.

Person Responsible

Michael Sears

Schedule

Every 3 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

Planning collaboratively STEAM units, lesson plans, Planning Documents, Coaching Forms

Plan to Monitor Fidelity of Implementation of G2.B14.S1 6

Produce product of lesson plans exhibiting evidence of collaborative planning with unpacked standards.

Person Responsible

Patricia Heineken

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

lesson plans and unpacking sheet provided for weekly plans.

Plan to Monitor Effectiveness of Implementation of G2.B14.S1 7

Lesson delivery in classrooms incorporating strategies discussed in collaborative planning

Person Responsible

Michael Sears

Schedule

Weekly, from 8/15/2016 to 6/2/2017



Evidence of Completion

Walk throughs using coaching forms and providing feedback to the instructors on the delivery of lessons and the incorporating the strategies within the classrooms.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B3.S1.MA1 M407332	[no content entered]		No Start Date		No End Date one-time
G1.B3.S1.MA1 M407335	Administration will provide focused walk throughs based on feedback for the instructors with...		No Start Date	coaching notes/refelctions; implementation logs; coaching logs	No End Date one-time
G2.B14.S1.MA1 M407348	Lesson delivery in classrooms incorporating strategies discussed in collaborative planning	Sears, Michael	8/15/2016	Walk throughs using coaching forms and providing feedback to the instructors on the delivery of lessons and the incorporating the strategies within the classrooms.	6/2/2017 weekly
G2.B14.S1.MA1 M407349	Produce product of lesson plans exhibiting evidence of collaborative planning with unpacked...	Heineken, Patricia	8/15/2016	lesson plans and unpacking sheet provided for weekly plans.	6/2/2017 weekly
G2.B14.S1.A1 A376605	Unpack standards weekly in collaborative planning examining the standards and creating the proper...	Sears, Michael	8/15/2016	Unpack standards document and lesson plans created weekly incorporating strategies	6/2/2017 weekly
G2.B14.S1.A2 A376606	Collaborative Planning with grade levels examining standards to create STEAM interdisciplinary...	Sears, Michael	8/15/2016	Planning collaboratively STEAM units, lesson plans, Planning Documents, Coaching Forms	6/2/2017 every-3-weeks
G1.B1.S1.A2 A376594	MTSS Data Meetings	Sears, Michael	8/24/2017	MTSS documentation (progress monitoring, action plans)	8/25/2017 biweekly
G2.B8.S1.A1 A376604	Extended learning opportunities will be offered to students in tier 2 and tier 3 levels of support.	Sweet, Lacey	1/8/2018	Progress monitoring reports	5/4/2018 weekly
G1.MA1 M407338	student progression data, tracking Tier 1,2,3, Effectiveness for coaching, survey (staff), coaching...	Sweet, Lacey	8/10/2017	monthly reports on MTSS students, instructional records of monitoring MTSS students, walk through forms, coaching forms, Journey observations, SBLT meeting notes discussing MTSS progress.	5/25/2018 weekly
G1.MA2 M407339	Student learning progression, Fontas & Pinnell information, Read Theory records, Istation, Unify...	Sears, Michael	8/15/2017	Learning reports from programs being utilized to support student learning, student surveys, notes from MTSS monthly meetings.	5/25/2018 monthly
G2.MA1 M407350	STAR Data, Instructional Focus Walks, ISTATION Reports, Reading Wonders, Achieve 3000, Think...	Dean, Samantha	8/10/2017	Student progress based on Grade level reports, walk through observations, District Level Assessments, Supervisor Focused Walk Throughs	5/25/2018 monthly
G1.B1.S1.MA1 M407326	Tracking effective progress monitoring tools utilized by staff, tiered instruction, and evidence of...	Sweet, Lacey	8/31/2016	MTSS documentation, focused classroom walk throughs, instructional strategies implementation, and evidence of reflective practices occurring within the classroom.	5/25/2018 monthly
G1.B1.S1.MA4 M407327	Tracking effective progress monitoring tools for MTSS used by staff, review instructional...	Sears, Michael	8/15/2017	MTSS data folders, MTSS documentation forms, school psychologist records, guidance feedback forms.	5/25/2018 monthly
G1.B1.S1.MA3 M407329	Reviewing and reflect on MTSS data, instructional strategies, and reflective practices being...	Sears, Michael	8/15/2017		5/25/2018 monthly
G1.B1.S1.A1 A376593	Instructional Coaching and Professional Accountability	Sweet, Lacey	8/10/2017	Materials covered with parents, sign in sheets of attendees	5/25/2018 weekly
G1.B2.S1.MA1 M407330	Monitor classroom observations; facilitate/monitor grade level meetings; teacher surveys	Dean, Samantha	8/10/2017	Teachers/stakeholders will effectively implement MTSS; provide quality	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				feedback/reflections during meetings and PLCs	
G1.B2.S1.MA1 M407331	Provide teachers with one on one coaching sessions; small group coaching sessions;...	Dean, Samantha	8/10/2017	Weekly reflections; classroom observations; monitor/facilitate meetings	5/25/2018 weekly
G1.B2.S1.A1 A376595	Instructional Coaching and Professional Accountability	Dean, Samantha	8/10/2017	Weekly reflections; classroom observations; monitor/facilitate meetings	5/25/2018 weekly
G1.B3.S1.MA1 M407333	Documentation of effective implementation using all logs (coaching, implementation)	Sears, Michael	8/15/2017	Journey documentation/reflections; follow up notes on meetings with instructional staff	5/25/2018 weekly
G1.B3.S1.MA1 M407334	Documentation of effective implementation using all logs (coaching, implementation)	Sears, Michael	8/15/2017	Journey documentation/reflections; follow up notes on meetings with instructional staff	5/25/2018 weekly
G1.B3.S1.A1 A376596	Implementation of instructional strategies with follow up information provided to instructional...	Sears, Michael	8/15/2017	walk through schedule established, professional learning calendar created, monthly meeting schedule created, documentation forms established and placed in google classroom	5/25/2018 weekly
G1.B4.S1.MA1 M407336	Literacy coach will collect data and conduct classroom observations of implementation of...	gainey, nichole	8/18/2017	running records data, AR test, STAR testing, classroom assessments, will be monitored on a weekly basis to determine levels of growth by the students.	5/25/2018 daily
G1.B4.S1.MA1 M407337	Literacy coach will visit classrooms daily based upon grade levels and monitor reading progress of...	gainey, nichole	8/18/2017	Literacy coach will track student progress on IStation, Running Records, STAR, and teacher based comprehension assessments created by classroom instructor. Students will exhibit an increase in proficiency within reading comprehension.	5/25/2018 daily
G1.B4.S1.A1 A376597	Prepare leveled texts to support reading literacy and comprehension within the classroom.	gainey, nichole	8/18/2017	Running Records, Reading Logs, Formative assessments.	5/25/2018 weekly
G2.B5.S1.MA1 M407342	Monitoring Classroom Walk Through Data by aggregating the information to seek to increase the...	Dean, Samantha	8/10/2017	Classroom Walk Through data, coaching talks with instructors, increase in model classrooms, feedback opportunities for instructors implementing changes from coaching forms.	5/25/2018 weekly
G2.B5.S1.MA1 M407343	Review county coaching notes sessions to ensure calendar is being followed for coaching sessions in...	Dean, Samantha	8/10/2017	Tracking the coaching forms information to establish the pattern of improvement in instruction in the classroom. Leadership meetings, discussing and summarizing feedback on the coaching forms to ensure that monitoring is transpiring at the school site.	5/25/2018 weekly
G2.B5.S1.A1 A376600	Provide feedback to instructional staff to support learning in the classroom. Written feedback on...	Dean, Samantha	8/10/2017	Instructors are using information and lessons are reflecting recommendations of coaching. Coaches notes on visits provides information covered in coaching session. Coaches information also provides implementation points of the instructor and goals for the upcoming lessons. Walk Through forms are followed up with evidence walk throughs, that are providing feedback written and verbally to assess if the area of need has been improved in the classroom. School Based coaching forms.	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B5.S1.A2  A376601	Coaching provided by school subject area coaches in areas of Math, ELA, and count support provided...	gainey, nichole	8/10/2017	Coaching Notes, Walk Throughs, Feedback Forms, Classroom Observations, Lesson Plans, Collaborative Planning.	5/25/2018 monthly
G1.B1.S1.MA1  M407328	One on one coaching sessions; Small group coaching sessions; Staff at large PLC; Program Level Use...	Sweet, Lacey	8/15/2017	Weekly coaching forms; Agendas; Reflections, CIP goal development; Walkthroughs, Informal Observations; Formal Observations; checklists, peer observation' lesson study	5/30/2018 monthly
G1.B4.S2.A1  A376598	Parent involvement workshops and communications will be provided to empower parents to support the...	gainey, nichole	9/5/2017	agendas, workshop feedback surveys, conference documentation, flyers, calendars, assessment reports	5/31/2018 quarterly

V. Professional Development Opportunities

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

G1. MTSS systems and practices will be implemented with fidelity in 100% of the classrooms in order to ensure student learning gains are achieved throughout the 2017-2018 school year.

G1.B1 Low level of integrity in fidelity of implementing core programs.

G1.B1.S1 Coaching, professional development, feedback, and professional accountability on Tier 1 instruction (core) and strategies for the MTSS process to increase accountability and learning within the school.

PD Opportunity 1

Instructional Coaching and Professional Accountability

Facilitator

Lacey Sweet

Participants

staff, administration, and stakeholders

Schedule

Weekly, from 8/10/2017 to 5/25/2018

PD Opportunity 2

MTSS Data Meetings

Facilitator

Michael Sears, Lacey Sweet, Nichole Gainey, Nichole Pfaff, and Samantha Sitek

Participants

staff, administration, and stakeholders

Schedule

Biweekly, from 8/24/2017 to 8/25/2017

G1.B3 Resources to support the MTSS process (research and production).

G1.B3.S1 Professional development, professional accountability, central office training, MTSS committee to review processes, and coaching.

PD Opportunity 1

Implementation of instructional strategies with follow up information provided to instructional staff and administration, professional development, information displaying timeline, follow up and next steps.

Facilitator

Michael Sears

Participants

staff, administration, coaches.

Schedule

Weekly, from 8/15/2017 to 5/25/2018

G1.B4 Authentic Student Engagement

G1.B4.S1 Utilize classroom libraries to increase student literacy. The items are used to enhance student engagement with Reader's Workshop. The libraries will allow students to utilize leveled text to enhance reading comprehension within the classroom.

PD Opportunity 1

Prepare leveled texts to support reading literacy and comprehension within the classroom.

Facilitator

Jeannie Tribuzzi

Participants

instructional staff, literacy coach, and administrators.

Schedule

Weekly, from 8/18/2017 to 5/25/2018

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	Instructional Coaching and Professional Accountability				\$0.00
2	G1.B1.S1.A2	MTSS Data Meetings				\$0.00
3	G1.B2.S1.A1	Instructional Coaching and Professional Accountability				\$0.00
4	G1.B3.S1.A1	Implementation of instructional strategies with follow up information provided to instructional staff and administration, professional development, information displaying timeline, follow up and next steps.				\$0.00
5	G1.B4.S1.A1	Prepare leveled texts to support reading literacy and comprehension within the classroom.				\$9,492.40
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1530	610-Library Books	0712 - Jewett School Of The Arts	Title, I Part A		\$9,492.40
			Notes: Reading Workshop Implementation			
6	G1.B4.S2.A1	Parent involvement workshops and communications will be provided to empower parents to support the school's core and intervention programming.				\$2,335.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1530	500-Materials and Supplies	0712 - Jewett School Of The Arts	Title, I Part A		\$2,335.00
7	G2.B14.S1.A1	Unpack standards weekly in collaborative planning examining the standards and creating the proper assessments, tasks, and activities within the classroom setting to align the standards to daily instructional delivery.				\$0.00
8	G2.B14.S1.A2	Collaborative Planning with grade levels examining standards to create STEAM interdisciplinary units to enhance instruction across subject areas and provide instructors the opportunity to collaboratively plan focusing on vertical articulation within their subject areas.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1530		0712 - Jewett School Of The Arts			\$0.00
			Notes: Professional Development library resources to support STEAM unit planning			
9	G2.B5.S1.A1	Provide feedback to instructional staff to support learning in the classroom. Written feedback on walk throughs highlighting strengths and areas of development. Verbal coaching to provide information to instructors with the information needed to assist the instructor in standards based instruction. Coaching provided by county subject area coaches in areas of Math, ELA, and Science.				\$0.00

10	G2.B5.S1.A2	Coaching provided by school subject area coaches in areas of Math, ELA, and count support provided in Science.				\$98,755.26
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	160-Other Support Personnel	0712 - Jewett School Of The Arts	Title, I Part A		\$98,755.26
			<i>Notes: School-based math and reading coaches</i>			
11	G2.B8.S1.A1	Extended learning opportunities will be offered to students in tier 2 and tier 3 levels of support.				\$4,743.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	120-Classroom Teachers	0712 - Jewett School Of The Arts	Title, I Part A		\$4,743.00
Total:						\$115,325.66