

Polk County Public Schools

Jewett Middle Academy Magnet



2018-19 Schoolwide Improvement Plan

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Jewett Middle Academy Magnet

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

jewettacademymagnet.com

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

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.

School Leadership Team

Membership

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

Name	Title
Donald, Alicia	Teacher, K-12
Moore, Jacquelyn	Principal
Jacobs, Paulette	Teacher, K-12
Kozlowski, Elizabeth	Teacher, K-12
Williams, Leon	Assistant Principal
Issac, Garlyn	Administrative Support
Shoffner, Yadira	Teacher, K-12
Robinson, Laura	Teacher, K-12

Duties

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

Our administrators includes, Jacquelyn Moore - Principal, Leon Williams - Assistant Principal, and Garlyn Issac - Dean/Administrative Assistant. Alicia Donald is our math department chair, Paulette Jacobs is a gift resource teacher and also serves as our I.B. (Middle Year Program Coordinator), Mrs. Kozlowski is the science department chair. Mrs. Shoffner is the the Spanish Department Chair, and Laura Robinson is a gift resource teacher, but also serves as our Teacher Induction Coordinator and is a teacher mentor. Our leadership team meets once a week and work collaboratively to make decisions that will have a positive impact on our students. Most of the leadership team also serve on our SAC committee working with parents and community members to make decisions for the betterment of the school. Members of the leadership team mentor other teachers and serve as model teachers and put their classrooms on display as model classroom. Members of the leadership team also lead P.L.C.'s, collaborative planning sessions, and professional development.

Early Warning Systems

Year 2017-18

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	27	35	34	0	0	0	0	96	
One or more suspensions	0	0	0	0	0	0	15	25	20	0	0	0	0	60	
Course failure in ELA or Math	0	0	0	0	0	0	1	1	4	0	0	0	0	6	
Level 1 on statewide assessment	0	0	0	0	0	0	51	25	26	0	0	0	0	102	

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	21	23	16	0	0	0	0	60	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
Retained Students: Previous Year(s)	0	0	0	0	0	0	8	5	6	0	0	0	0	19	

Date this data was collected

Tuesday 7/31/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	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	

Year 2016-17 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The 6th grade F.S.A. math. Yes, this is a trend. The percent proficient in 2016 was 50, in 2017 it was 47, and in 2018 it was 51. Also, our school learning gains for our lowest 25% is at 39%.

Which data component showed the greatest decline from prior year?

The 7th grade E.L.A. showed the greatest decline from the prior year. The percent proficiency in 2016 was 54, in 2017 it was 66%, and in 2018 it was 54%. This is a trend. There is a drop between 6th to 7th grade for E.L.A.

Which data component had the biggest gap when compared to the state average?

We were below the state average in 6th grade mathematics (state: 52% and school 51%), The biggest gap when compared to the state average was learning gains for the lowest 25%. The school proficiency rate was 39% and the state was 48%.

Which data component showed the most improvement? Is this a trend?

Geometry was up by 12% this year. This is not a trend. 7th and 8th grade math was up 11% this year. This has been a trend. Science was up by 7%. This has also been a trend.

Describe the actions or changes that led to the improvement in this area.

We made some change in what each science teacher was teaching. In science, we monitored the standards based formative assessment and district assessment results in all core subjects. We covered the standards in depth in our P.L.C.'s and collaborative planning sessions. We had after school tutoring of math and also incorporated Imagine Math after school. We had a math boot camp right before state testing. We had an M.T.S.S. program across the campus.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	61%	46%	53%	61%	48%	52%
ELA Learning Gains	47%	47%	54%	57%	51%	53%
ELA Lowest 25th Percentile	39%	42%	47%	51%	46%	45%
Math Achievement	63%	49%	58%	62%	47%	55%
Math Learning Gains	55%	51%	57%	59%	49%	55%
Math Lowest 25th Percentile	55%	51%	51%	56%	45%	47%
Science Achievement	57%	47%	52%	49%	44%	50%
Social Studies Achievement	90%	86%	72%	74%	61%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	27 (15)	35 (12)	34 (15)	96 (42)
One or more suspensions	15 (0)	25 (0)	20 (1)	60 (1)
Course failure in ELA or Math	1 (0)	1 (0)	4 (0)	6 (0)
Level 1 on statewide assessment	51 (9)	25 (7)	26 (5)	102 (21)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	59%	41%	18%	52%	7%
	2017	67%	45%	22%	52%	15%
Same Grade Comparison		-8%				
Cohort Comparison						
07	2018	54%	42%	12%	51%	3%
	2017	66%	45%	21%	52%	14%
Same Grade Comparison		-12%				
Cohort Comparison		-13%				
08	2018	72%	49%	23%	58%	14%
	2017	62%	46%	16%	55%	7%
Same Grade Comparison		10%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	51%	40%	11%	52%	-1%
	2017	47%	39%	8%	51%	-4%
Same Grade Comparison		4%				
Cohort Comparison						
07	2018	54%	40%	14%	54%	0%
	2017	52%	40%	12%	53%	-1%
Same Grade Comparison		2%				
Cohort Comparison		7%				
08	2018	63%	34%	29%	45%	18%
	2017	57%	36%	21%	46%	11%
Same Grade Comparison		6%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	57%	42%	15%	50%	7%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	91%	84%	7%	71%	20%
2017	79%	62%	17%	69%	10%
Compare		12%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	99%	60%	39%	62%	37%
2017	97%	43%	54%	60%	37%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	41%	59%	56%	44%
2017	88%	34%	54%	53%	35%
Compare		12%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31	33		40	29						
ELL	32	37	26	26	31	30					
ASN	91	73		88	76		75		100		
BLK	47	41	43	53	55	59	39	81	67		
HSP	56	46	41	58	53	45	49	83	56		
MUL	58	21		53	42						
WHT	69	50	34	69	54	52	71	100	75		
FRL	53	43	43	53	50	50	39	82	53		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	39	60		28	44						
ELL	44	63	55	19	44						
ASN	86	78		69	53		64	93	83		
BLK	45	44	29	39	45	46	24	70	60		
HSP	60	58	55	54	47	52	40	65	55		
MUL	71	71		62	62						
WHT	73	59	56	67	57	42	62	89	47		
FRL	55	51	40	43	46	42	38	71	39		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase individual student learning gains in English/Language Art - Reading.
Rationale	Less than half (47%) made learning gains in English/Language Arts - Reading. 39% of the students in the 25th percentile made learning gains. Students during their 6th grade year in 2016-2017 had a 67% proficiency rate and dropped to 54% proficiency rate during their 7th grade year in 2017-2018.
Intended Outcome	50% or more of students will make learning gains in English/Language Arts - Reading in 2018-2019. 42% or more of the students in the 25th percentile will make learning gain in 2018-2019 in the area of E.L.A. - Reading. The 7th graders in 2018-2019 will have a proficiency rate in E.L.A.-Reading of 57% or higher.
Point Person	Jacquelyn Moore (jacquelyn.moore@polk-fl.net)
Action Step	
Description	<ol style="list-style-type: none"> 1, Intensive Data Chats with teachers across the curriculum focusing on reading/writing skills and student proficiency. 2. Progress Monitoring of student proficiency of each standard using data from formative, summative, and district assessments. 3. M.T.S.S. Interventions 4. Administrative and/or instructional coach will facilitate collaborative planning and P.L.C.'s with teachers. 5. Professional Development on Reading Strategies across the curriculum and sharing best practices. 5. Recognize students for achievement.
Person Responsible	Leon Williams (leon.williams@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Review STAR Reading Data by Teacher, Individual Students, and Subgroups. 2. Monitor classroom interventions based on STAR data through classroom observations and M.T.S.S. interventions. 3. Observation of highly effective reading strategies in the classroom. 4. Meeting with teachers to review their reading data
Person Responsible	Jacquelyn Moore (jacquelyn.moore@polk-fl.net)

Activity #2	
Title	Classroom Management through strengthening core instruction.
Rationale	There was an increase in the number of referrals and discipline incidents between the 2016-2017 school year and the 2018-2019 school year. Students misbehave or don't participate in class because of lack of engagement and/or lack of rigor.
Intended Outcome	Decrease the number of discipline incidents and referrals by 10%. Increase student engagement and rigor in the classroom.
Point Person	Jacquelyn Moore (jacquelyn.moore@polk-fl.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will participate in a book study on Marzano's book entitled, "The Highly Engaged Classroom" and John Hattie's book entitled, "Visible Learning for Teachers". 2. Staff will participate in professional development on L.S.I. Learning Science International (Marzano Learning Map and Increasing Rigor in the classroom). 3. Sharing best practices at staff meetings. \$. Choosing model classrooms to be observed by other teachers.
Person Responsible	Leon Williams (leon.williams@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Classroom observations 2. Staff and student surveys on engagement in the classroom. 3. Monitoring of Lesson Plans 4. Progress Monitoring data to check that students are meeting proficiency of the standards
Person Responsible	Jacquelyn Moore (jacquelyn.moore@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We will not be Title One this year.

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

Our school staff is high involved in every aspect of Jewett Middle Academy Magnet. They serve on the PTA alongside parents, they participate in community service projects, are visible members of the

community organizations.

Our principal has always placed an emphasis on building relationships between the school and home. Communication is the key. Parents may also use the school website to update lunch accounts, retrieve academic histories, as well as grades. We use "school messenger" and our website to communicate with parents about upcoming events, volunteer opportunities, contact information, and learning support for students.

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

PFEF Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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.

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.
- 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.
- Our chorus, band, and orchestra teachers visit our main elementary feeder schools to perform and generate interest in our music programs.
- 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.

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.

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

We will not be Title One this year.

Part V: Budget	
Total:	\$0.00