Jewett School Of The Arts

leadership
analysis
Florida
college and career
mission
family and community involvement
needs assessment
students
school improvement
ambitious
striving
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success
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collaboration
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growth

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	62%

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

School Board Approval

This plan was approved by the Polk County School Board on 1/15/2019.

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.

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.

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.

School Leadership Team

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
Reddick, Kimberly	Instructional Coach
Sweet, Lacey	Assistant Principal
Phelps, Julie	Teacher, K-12
Carpenter, Christa	Teacher, K-12
Smith, Linda	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	
	Instructional Coach

Duties

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.

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	12	18	5	9	8	5	7	14	23	0	0	0	0	101
One or more suspensions	2	2	2	0	3	6	23	14	6	0	0	0	0	58
Course failure in ELA or Math	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	12	18	12	23	11	12	0	0	0	0	88

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	1	2	0	0	2	4	5	5	0	0	0	0	19

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	11	0	0	0	0	0	0	0	0	0	11
Retained Students: Previous Year(s)	0	0	0	4	0	0	0	0	0	0	0	0	0	4

Date this data was collected
Wednesday 6/27/2018

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	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

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	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

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?

Our schools data displays a trend in students performing below district and state averages in Math and in science. Our data also displays that the subgroup of 8th/5th grade science are performing below state averages.

Which data component showed the greatest decline from prior year?

The learning gains and overall math data in tested grade levels are displaying a deficit in relation to state and district performance at Jewett School of the Arts.

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

The data component at Jewett School of the Arts that displays the biggest gap when compared to the state average is in the area of Math. The percentage comparison is 56% for the state and 51% for JSA.

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

The data component that showed the most improvement at Jewett School of the Arts is our English language arts proficiency. Yes, there is a trend of a positive incline for our student proficiency in the area of ELA student proficiency.

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

The changes that led to the improvement in our ELA proficiency area begins with our MTSS process being placed as a priority school wide. The intentional monitoring and adjusting of educational interventions allowed the staff to increase student achievement at JSA. The school also made a concerted effort to utilize social studies to enhance ELA instruction with articles and comprehension activities to ensure that students were presented the same skills in different content areas. The school has also created and Accelerated Reader program that places emphasis on student performance. Students are receiving incentives for milestones with correct AR quizzes. It allows the students to have more sustained reading opportunities at JSA.

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	60%	54%	60%	60%	56%	55%
ELA Learning Gains	55%	52%	57%	56%	57%	54%
ELA Lowest 25th Percentile	51%	46%	52%	51%	50%	49%
Math Achievement	52%	55%	61%	48%	54%	56%
Math Learning Gains	53%	54%	58%	49%	52%	54%
Math Lowest 25th Percentile	55%	51%	52%	39%	48%	48%
Science Achievement	47%	48%	57%	53%	52%	52%
Social Studies Achievement	94%	85%	77%	64%	72%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	12 (3)	18 (2)	5 (2)	9 (2)	8 (1)	5 (5)	7 (6)	14 (5)	23 (5)	101 (31)
One or more suspensions	2 (0)	2 (1)	2 (2)	0 (0)	3 (1)	6 (2)	23 (3)	14 (4)	6 (3)	58 (16)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	3 (2)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (2)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (6)	18 (18)	12 (24)	23 (15)	11 (26)	12 (26)	88 (115)

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
03	2018	64%	51%	13%	57%	7%
	2017	75%	53%	22%	58%	17%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	67%	48%	19%	56%	11%
	2017	57%	51%	6%	56%	1%
Same Grade Comparison		10%				
Cohort Comparison		-8%				
05	2018	58%	50%	8%	55%	3%
	2017	45%	44%	1%	53%	-8%
Same Grade Comparison		13%				
Cohort Comparison		1%				
06	2018	50%	41%	9%	52%	-2%
	2017	54%	45%	9%	52%	2%
Same Grade Comparison		-4%				
Cohort Comparison		5%				
07	2018	62%	42%	20%	51%	11%
	2017	51%	45%	6%	52%	-1%
Same Grade Comparison		11%				
Cohort Comparison		8%				
08	2018	65%	49%	16%	58%	7%
	2017	60%	46%	14%	55%	5%
Same Grade Comparison		5%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	56%	-11%	62%	-17%
	2017	71%	58%	13%	62%	9%
Same Grade Comparison		-26%				
Cohort Comparison						
04	2018	56%	57%	-1%	62%	-6%
	2017	57%	60%	-3%	64%	-7%
Same Grade Comparison		-1%				
Cohort Comparison		-15%				
05	2018	52%	56%	-4%	61%	-9%
	2017	47%	47%	0%	57%	-10%
Same Grade Comparison		5%				
Cohort Comparison		-5%				
06	2018	62%	40%	22%	52%	10%
	2017	63%	39%	24%	51%	12%
Same Grade Comparison		-1%				
Cohort Comparison		15%				
07	2018	38%	40%	-2%	54%	-16%

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2017	21%	40%	-19%	53%	-32%
Same Grade Comparison		17%				
Cohort Comparison		-25%				
08	2018	21%	34%	-13%	45%	-24%
	2017	10%	36%	-26%	46%	-36%
Same Grade Comparison		11%				
Cohort Comparison		0%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	52%	51%	1%	55%	-3%
	2017					
Cohort Comparison						
08	2018	41%	42%	-1%	50%	-9%
	2017					
Cohort Comparison		41%				

		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	94%	84%	10%	71%	23%
2017	51%	62%	-11%	69%	-18%
Compare	43%				
		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	75%	60%	15%	62%	13%
2017	74%	43%	31%	60%	14%
Compare	1%				

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	41%	52%	56%	37%
2017	0%	34%	-34%	53%	-53%
Compare		93%			

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	15	20		15	33	40					
ELL	58	50		58	44						
BLK	44	48	45	38	49	52	34		62		
HSP	74	65	65	58	53	75	42		83		
MUL	64	38		57	77						
WHT	69	57	50	62	57	48	61	95	76		
FRL	55	52	51	47	50	55	40	94	78		
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	29	23		31	62						
ELL	56	45		56	64						
BLK	40	49	47	36	46	47	28	44			
HSP	64	53	31	56	50	60	54	56			
MUL	75	64		50	50						
WHT	64	56	41	59	58	50	53	55	78		
FRL	49	50	41	43	45	47	40	45	75		

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	Math Proficiency
Rationale	The school data displays a trend of math proficiency and math learning gains are consistently lower than the district average in multiple grade levels. We would like to establish a strong base for students in all grade levels.
Intended Outcome	Students will display a 10% growth from the initial baseline STAR/ Istation Math assessment provided in August by the 3rd progress monitoring round in April. The school will also increase student achievement by 3% on the 2018-2019 FSA Math assessment, Math Learning Gains, and Lowest 25%.The students in grades K-8 will display mastery of grade level skills by the conclusion of the 2018-2019 school year on SMAD (Subtraction, Multiplication, Addition, and Division).
Point Person	Michael Sears (michael.sears@polk-fl.net)

Action Step	
Description	Monitoring Standards Based Instructional Delivery: Focused walk throughs utilizing LSI system to monitor the effectiveness of instructional delivery. Calibrate Administrative expectations for instructional delivery to provide a consistent message for instructional staff. Utilize Instructional Reviews with Regional Superintendent and District coaches to provide unbiased feedback. Bi weekly LSI sytem walk throughs two times per month Monthly calibration walk throughs with Administration. Instructional Reviews will happen annually/one per year scheduled through District Regional Superintendent Focused Administrative Walk Throughs will occur monthly. Math instructional Professional Development for all grade levels: Provide professional development on LSI to understand the proper use of questioning and student expectations within the instructional format. Provide coaching and training on creating proper leveled assessments (formative and summative), Provide audio visual examples and non examples of quality math instruction. Utilize high performing schools for models and support to increase math instruction. Monthly PLC's will occur the 1st Thursday of each month Monitoring planning for Instruction: A member from the adminstrative or SBLT will monitor and participate in planning sessions at the beginning of each week. Provide feedback on lesson planning during construction to avoid deficits within the instructional plan. Utilize k -12 curriculum resources in lessons to incorporate technology and higher order thinking opportunities to use in math instruction. Lesson planning monitoring will begin the first week of September. Provide Modeling (model classrooms & District Based Coach): Instructors that have displayed the ability to properly align planning, instructional delivery, and assessing student work at a high level can serve as model classrooms to provide real world application of the components to ensure quality instruction is transpiring within the classroom. Instructors are able to view first hand the realization of expectations being executed on campus. Utilize District Coach to model lessons within lower & upper level classes to display standards based instruction while also meeting the depth of the standards.

Mid September will initiate model classrooms for our staff members.
Coaching Modeling will begin in October.

MTSS (Student Math readiness): Provide support for staff members to properly address the students on multi tier system. Provide progress monitoring electronic document electronically with support from guidance, administration, and math coaches. Provide data from all sources to monitor student progress and properly identify the students progress. Utilize student work samples to analyze the depth and level of the students accountability with assignments.

Review STAR Individual Assessment information, Imagine Math, and Istation results. Determine interventions using student data that is provided weekly/reviewed at monthly meeting with Administration and Intervention Team.
Information to determine if interventions are successful based upon scoring reports.
Monitoring will begin the first week of September and will occur at Monthly PLC on Last Thursday of the month.

SMAD school wide system implementation: Weekly drills in basic math skills for all of the students at Jewett School of the Arts Magnet. Students will participate once a week in timed math skills for a maximum of two minutes to provide solid foundation skills in the areas of Subtraction, Multiplication, Addition, and Division.

| **Person Responsible** | Lacey Sweet (lacey.sweet@polk-fl.net) |

Plan to Monitor Effectiveness

| **Description** | Tiered classrooms into areas of 1, 2, and 3. Tier 3 classrooms will have walk throughs daily from one of the administrative teams to monitor the Standards based instructional delivery. Bi weekly documents to document the quality of instruction utilizing the LSI system, coaching forms, and Journey data.

Target Task alignment consistency will be monitored to gauge the growth of instructinal delivery.
Student performance on ISIP, Imagine Math, and Istation.
EPC ratings improving on walk throughs.
feed back on coaching forms to note the effectiveness of instruction.

Professional development calendar is adhered to throughout the year and follow up evidence is provided to administration. Documentation of implementation of Professional development topics.
Products provided to administration for planning document displaying standards breakdown and instruction.
Modeled classrooms are viewed and actions following up implementing strategies that were viewed during the observation.

Reflection sheets that display implementation of strategies provided in PLC
Unpacking standards forms weekly that display Target Task alignment in student activities delivered in the classroom.
Student centered activities displayed in lesson planning and instructional delivery will be observable.

Monthly attendance of meetings to ensure staff is present 95% of the time. MTSS data is |

uploaded promptly bi weekly to monitor student progress.

Instructional staff members that are math instructors will provide graphed data scores of weekly work to display progress of students utilizing the program. Weekly evidence turned into administration to ensure fidelity of SMAD program.

Person Responsible   Michael Sears (michael.sears@polk-fl.net)

Activity #2	
Title	Science Proficiency
Rationale	The school data displays a trend of science proficiency is consistently lower than the district and state average in 5th and 8th grade. We would like to establish an instructional frame work that will build s solid academic base in science for students in all grade levels.

Intended Outcome	Students will display a 15% growth from the initial baseline Science Standards based assessment provided in August by the final progress monitoring assessment in April. The school will also increase student achievement by 12% on the 2018-2019 FSA Science assessment 8th grade and 5% 5th grade.
Point Person	Samantha Dean (samantha.dean@polk-fl.net)

Action Step	

Description	Monitoring Standards Based Instructional Delivery: Focused walk throughs utilizing LSI system to monitor the effectiveness of instructional delivery. Calibrate Administrative expectations for instructional delivery to provide a consistent message for instructional staff. Utilize Instructional Reviews with Regional Superintendent and District coaches to provide unbiased feedback. Bi weekly LSI sytem walk throughs two times per month Monthly calibration walk throughs with Administration. Instructional Reviews will happen annually/one per year scheduled through District Regional Superintendent Focused Administrative Walk Throughs will occur monthly. Alter learning schedule to include science lab time for all grade levels K-8. Instructors will have outline of science hands on activities to complete in the science lab. Students will be provided exposure to standards based labs and grow a love of science throughout the educational framework of JSA learning schedule. Science Coach monitor schedule and attendance artificacts Lab samples, pictures, artifacts, and work samples will be turned in monthly to ensure standards based instruction is transpiring. Each grade level receives access weekly Science instructional Professional Development for all grade levels: Provide professional development on LSI to understand the proper use of questioning and student expectations within the instructional format. Provide coaching and training on creating proper leveled assessments (formative and summative), Provide audio visual examples and non examples of quality math instruction. Utilize high performing schools for models and support to increase science instruction. Monthly PLC's will occur the 1st Thursday of each month LSI monthly PLC's on Target Task alignment and student centered classroom Reflection artifacts provided as follow up to administrations on items covered. Monitoring planning for Instruction: A member from the adminstrative or SBLT will monitor and participate in planning sessions at the beginning of each week. Provide feedback on lesson planning during construction to avoid deficits within the instructional plan. Utilize k-12 curriculum resources in lessons to incorporate technology and higher order thinking

opportunities to use in math instruction.

Provide Modeling (model classrooms & District Based Coach): Instructors that have displayed the ability to properly align planning, instructional delivery, and assessing student work at a high level can serve as model classrooms to provide real world application of the components to ensure quality instruction is transpiring within the classroom. Instructors are able to view first hand the realization of expectations being executed on campus. Utilize District Coach to model lessons within lower & upper level classes to display standards based instruction while also meeting the depth of the standards.

Review STAR Individual Assessment information.
Determine interventions using student data that is provided weekly/reviewed at monthly meeting with Administration and Intervention Team.
Information to determine if interventions are successful based upon scoring reports.
Monitoring will begin the first week of September and will occur at Monthly PLC.

Person Responsible	Kimberly Reddick (kimberly.reddick@polk-fl.net)

Plan to Monitor Effectiveness	

Tiered classrooms into areas of 1, 2, and 3. Tier 3 classrooms will have walk throughs daily from one of the administrative teams to monitor the Standards based instructional delivery. Weekly documents to document the quality of instruction utilizing the LSI system, coaching forms, and Journey data.

Target Task alignment consistency will be monitored to gauge the growth of instructinal delivery.
Student performance on ISIP, Imagine Math, and Istation.
EPC ratings improving on walk throughs.
Feedback on coaching forms to note the effectiveness of instruction.

Monitor science lab participation. Review student work from the labs and monitor student standard mastery.
Review data from formative and summative assessment data to track student learning growth.

Description Science lab participation will be tracked bi weekly for students working in labs.
Discovery Assessments reports will be reviewed monthly.
Instructors will provide data on student performance within the classrooms.

Professional development calendar is adhered to throughout the year and follow up evidence is provided to administration. Documentation of implementation of Professional development topics.
Products provided to administration for planning document displaying standards breakdown and instruction.
Modeled classrooms are viewed and actions following up implementing strategies that were viewed during the observation.

Reflection sheets that display implementation of strategies provided in PLC
Unpacking standards forms weekly that display Target Task alignment in student activities delivered in the classroom.
Student centered activities displayed in lesson planning and instructional delivery will be observable.

Person Responsible Michael Sears (michael.sears@polk-fl.net)

Activity #3	
Title	Civics Proficiency
Rationale	Student data achieved an increase of 40plus percent for JSA. Continue consistent instructional model to ensure quality instruction is delivered on a daily basis.
Intended Outcome	Students will maintain an 80% proficiency level of passing the Civics EOC. The students will continue to display a firm grasp on Civics content.
Point Person	Samantha Dean (samantha.dean@polk-fl.net)

Action Step	
Description	Create instructional framework to ensure standards based instruction occurs daily utilizing instructional team. Instructional Coach will begin forming the frame work Mid September. Provide weekly content checks formative, to track student learning. Monitoring Standards Based Instructional Delivery: Focused walk throughs utilizing LSI system to monitor the effectiveness of instructional delivery. Calibrate Administrative expectations for instructional delivery to provide a consistent message for instructional staff. Bi weekly LSI sytem walk throughs two times per month Monthly calibration walk throughs with Administration. Instructional Reviews will happen annually/one per year scheduled through District Regional Superintendent Focused Administrative Walk Throughs will occur monthly. Monitoring planning for Instruction: A member from the administrative or SBLT will monitor and participate in planning sessions at the beginning of each week. Provide feedback on lesson planning during construction to avoid deficits within the instructional plan. Bi weekly by administrator and District Coach
Person Responsible	Samantha Dean (samantha.dean@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Tiered classrooms into areas of 1, 2, and 3. Tier 3 classrooms will have walk throughs daily from one of the administrative teams to monitor the Standards based instructional delivery. Weekly documents to document the quality of instruction utilizing the LSI system, coaching forms, and Journey data. Walk throughs data will be reviewed at Admin. Meeting/ Documents providing instruction Data will display Target Task alignment evidence Monitor student achievement to ensure students are performing at 75% or higher level on weekly instruction. Weekly Civic quizzes standards checks provided by Curriculum Maps. Monitoring planning for Instruction: A member from the administrative or SBLT will monitor

and participate in planning sessions at the beginning of each week. Provide feedback on lesson planning during construction to avoid deficits within the instructional plan. Utilize technological audio visual information to enhance instruction.
Lesson delivery will reflect planning tasks established for students and instructor within the classroom.

Begin in last week of September

Lesson plans will display learning objectives, standards based instruction, and unpacked standards form provided biweekly. Follow up with feedback information on instructional delivery.

Lesson plan checks aligning with instruction, effectiveness determined by scores in evaluation system and reflection requirements from LSI walk through.

Person Responsible Samantha Dean (samantha.dean@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.

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 "Cofee 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.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), 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.

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.

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.

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.

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.

Part V: Budget

Total:	$2,180.00