

Polk County Public Schools

Jewett School Of The Arts



2019-20 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>

Demographics

Principal: Michael Sears

Start Date for this Principal: 8/5/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (60%) 2016-17: C (52%) 2015-16: B (54%) 2014-15: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Polk County School Board on 12/20/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	B

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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	Job Duties and Responsibilities
Sears, Michael	Principal	
Dean, Samantha	Assistant Principal	
Dill, Dennis	Teacher, K-12	
Huyhn, Rhoda	School Counselor	
Reddick, Kimberly	Instructional Coach	
Sweet, Lacey	Assistant Principal	
Carpenter, Christa	Teacher, K-12	
Smith, Linda	Teacher, K-12	
Overstreet, Teresa	Teacher, K-12	
Richard, Lisa	Teacher, K-12	
Mills, Meredith	Teacher, K-12	
Smith, Robert	Teacher, K-12	
White, Katherine		
	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	72	72	75	88	88	90	114	88	0	0	0	0	759
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	3	0	6	0	1	0	0	0	0	0	0	0	10	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

FTE units allocated to school (total number of teacher units)

51

Date this data was collected or last updated

Monday 8/5/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	1	2	0	0	2	4	5	5	0	0	0	0	19	

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	2	0	0	2	4	5	5	0	0	0	0	19

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	57%	61%	61%	56%	56%	57%
ELA Learning Gains	52%	58%	59%	54%	53%	57%
ELA Lowest 25th Percentile	47%	49%	54%	43%	44%	51%
Math Achievement	55%	61%	62%	50%	52%	58%
Math Learning Gains	52%	56%	59%	53%	50%	56%
Math Lowest 25th Percentile	48%	52%	52%	50%	44%	50%
Science Achievement	43%	52%	56%	43%	49%	53%
Social Studies Achievement	80%	79%	78%	51%	68%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	72 (0)	72 (0)	72 (0)	75 (0)	88 (0)	88 (0)	90 (0)	114 (0)	88 (0)	759 (0)
Attendance below 90 percent	0 (12)	0 (18)	0 (5)	0 (9)	0 (8)	0 (5)	0 (7)	0 (14)	0 (23)	0 (101)
One or more suspensions	0 (2)	0 (2)	0 (2)	0 (0)	0 (3)	0 (6)	0 (23)	0 (14)	0 (6)	0 (58)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (3)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (3)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (12)	0 (18)	0 (12)	0 (23)	0 (11)	0 (12)	0 (88)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	52%	2%	58%	-4%
	2018	64%	51%	13%	57%	7%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	61%	48%	13%	58%	3%
	2018	67%	48%	19%	56%	11%
Same Grade Comparison		-6%				
Cohort Comparison		-3%				
05	2019	52%	47%	5%	56%	-4%
	2018	58%	50%	8%	55%	3%
Same Grade Comparison		-6%				
Cohort Comparison		-15%				
06	2019	64%	48%	16%	54%	10%
	2018	50%	41%	9%	52%	-2%
Same Grade Comparison		14%				
Cohort Comparison		6%				
07	2019	51%	42%	9%	52%	-1%
	2018	62%	42%	20%	51%	11%
Same Grade Comparison		-11%				
Cohort Comparison		1%				
08	2019	62%	48%	14%	56%	6%
	2018	65%	49%	16%	58%	7%
Same Grade Comparison		-3%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	56%	-5%	62%	-11%
	2018	45%	56%	-11%	62%	-17%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	66%	56%	10%	64%	2%
	2018	56%	57%	-1%	62%	-6%
Same Grade Comparison		10%				
Cohort Comparison		21%				
05	2019	40%	51%	-11%	60%	-20%
	2018	52%	56%	-4%	61%	-9%
Same Grade Comparison		-12%				
Cohort Comparison		-16%				
06	2019	67%	47%	20%	55%	12%
	2018	62%	40%	22%	52%	10%
Same Grade Comparison		5%				
Cohort Comparison		15%				
07	2019	39%	39%	0%	54%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	38%	40%	-2%	54%	-16%
Same Grade Comparison		1%				
Cohort Comparison		-23%				
08	2019	35%	35%	0%	46%	-11%
	2018	21%	34%	-13%	45%	-24%
Same Grade Comparison		14%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	38%	45%	-7%	53%	-15%
	2018	52%	51%	1%	55%	-3%
Same Grade Comparison		-14%				
Cohort Comparison						
08	2019	47%	41%	6%	48%	-1%
	2018	41%	42%	-1%	50%	-9%
Same Grade Comparison		6%				
Cohort Comparison		-5%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	70%	10%	71%	9%
2018	94%	84%	10%	71%	23%
Compare		-14%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	50%	20%	61%	9%
2018	75%	60%	15%	62%	13%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	53%	26%	57%	22%
2018	93%	41%	52%	56%	37%
Compare		-14%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	25	36	29	17	36	29					
ELL	36	29		45	39						
BLK	43	49	53	46	49	50	21	68	78		
HSP	62	45	38	56	46	41	48	85	80		
MUL	85	67		77	50						
WHT	68	58	44	61	59	49	56	87	61		
FRL	48	51	51	47	49	41	36	81	65		
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	87
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

SWD displayed the lowest performance on FSA assessment based on scores from 2018-2019. The contributing factors were that the students were not receiving the full support of the ESE instructor due to scheduling conflicts. The trends are going up in all areas with the exception of Math Learning Gains for the Lowest 25%. The data is trending upward in all of the other areas that were measured by the FSA Assessment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Social Studies displayed the greatest decline with 14% down from the previous year. The factors that contributed to the decrease in achievement is the scores were for the entire student body, whereas the previous year the only students enrolled were accelerated students at the school level. The instructor was teaching the Civics course for the first time as well.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science data component had the greatest gap when compared to the state average at 13%. Staffing was the initial factor by having only two certified instructors to teach 6th, 7th, and 8th grade level content for the school. The school not having an on site curriculum coach or district support coach consistently to build up the capacity of the science department. 5th grade with a lack of hands on activities to provide concrete examples of scientific content to reinforce learning for students in the classroom.

Which data component showed the most improvement? What new actions did your school take in this area?

Math achievement data component showed the most improvement at JSOTA Magnet. We focused school wide on SMAD (Subtraction, Multiplication, Addition, and Division) basic math skills on all levels to assist in the foundation functional math on every level of the school. MTSS focused on math instruction, interventions, and remediation through data driven instructional practices in all classrooms. Provided extended learning for students to enhance learning on the school site.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The first area of concern is the number absences for students in kg grade level that greatly affects the students foundation for learning in the classroom. The second level of concern is 1st grade that also had the second highest number of absences for all of the grade levels.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. SWD
2. Science
3. Math
4. African American Students Math LG Lowest 25%
5. PBIS

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Student With Disabilities Achievement performance
Rationale	25 % of SW are performing at grade level or above. Based upon the ESSA data, all subgroups should be at 41% or above in order to meet the standard criteria based upon Florida Department of Education.
State the measurable outcome the school plans to achieve	The school plans on increasing achievement for SWD by 5% by the end of the 2020 school year on FSA in the areas of Math and ELA.
Person responsible for monitoring outcome	Lacey Sweet (lacey.sweet@polk-fl.net)
Evidence-based Strategy	Utilize interventions based upon FDLRS coursework. ESE inclusion strategies in the classroom working with the classroom teacher to maximize effectiveness of instruction for students with disabilities. Modify ESE instructor schedule to maximize effectiveness of ESE instructor within the classroom.
Rationale for Evidence-based Strategy	Research based materials that are aligned by law to support students with disabilities. Ensuring alignment of instruction and accommodations for all of the participants receiving services and instruction. Provides each student with the level of services needed based upon IEPs as well as an opportunity enhance ESE instruction in the classroom to maximize the contact time with the ESE instructor.
Action Step	
Description	<p>1. Improve quality and consistency of the effectiveness of the interventions.</p> <ul style="list-style-type: none"> - Provide a school wide training for our staff members with District ESE support on proper and effective instructional practices, as well as awareness of staff. - Monitor weekly logs from classroom ESE instructors on interventions being used to ensure proper interventions are being used and monitored with the students. - Student progress will be monitored based upon the frequency of data that is generated for the following programs: STAR- baseline, mid year, and final assessment (3x's), Fountas & Pinnell- monthly data, District Quarterly assessments provided 4 times per year, Achieve 3000 - weekly, Imagine Math - weekly, Freckle - weekly, Smarty Ants - weekly, Istation - weekly. - Provide data chats with students based upon PD provided by District ESE supports monthly with students. <p>2. Create PLC's that will address Targets, Success Criteria, and rigor of tasks.</p> <ul style="list-style-type: none"> - Provide school wide training on Professional Development Day during pre planning week on the pillars of LSI: Learning Targets, Success Criteria, and Target Task Alignment. - Create a schedule of PLC's and provide training monthly to the staff members on one area of LSI. - Review work samples that provide examples of Target Task Alignment monthly. - Literacy Coach will provide support with reviewing the work samples in ELA/Reading - District Math coach will provide support with professional learning during planning to reinforce 5E lesson format to ensure rigor on the initial month of school.

3. Monitoring frequency of academic interventions provided by the instructor(s).
- Weekly progress reports to monitor Tier 2 & Tier 3 interventions by the Tiered interventions committee (Guidance counselor, ESE instructors, and Assistant Principal).
 - MTSS monthly meeting to review school wide interventions and discuss progress monitoring of the students in Tier 2 & Tier 3 by the classroom instructors included the support staff of the MTSS committee. Monthly with MTSS committee.
 - Monitoring student progress on Dibbles, LLI, Wonder works and district progress monitoring assessments.

Person Responsible	charma tillinger (charma.tillinger@polk-fl.net)
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#2	
Title	Math Achievement performance
Rationale	Students have performed traditionally below the district level in Math on the FSA assessment. Math is an integral skill for all students that are college and career ready to perform in society.
State the measurable outcome the school plans to achieve	Jewett School of the Arts Magnet students will increase the math percentage of students performing at level 3 or higher by 5% by the end of the 2020 school year.
Person responsible for monitoring outcome	Michael Sears (michael.sears@polk-fl.net)
Evidence-based Strategy	Small group Instruction and incorporating LSI strategies to ensure the target and task alignment of instruction meets the level of rigor of Florida State Standards.
Rationale for Evidence-based Strategy	District initiative that provides research based strategies that yield improvements. The implementation is supported by district
Action Step	
Description	<ol style="list-style-type: none"> Administration will monitor lesson plans. <ul style="list-style-type: none"> Lesson plans will be monitored bi weekly by (Principal, Assistant Principal, and Assistant Principal) Feedback provided in Google document format to ensure plans are provided with proper information. Administration and/or District Math Coach will conduct and monitor weekly collaborative planning/PLCs. <ul style="list-style-type: none"> Present information on how to construct a proper math lesson including tasks that are aligned with the standards. Review lesson plans that are created and tasks that are used providing feedback weekly administration, Bi weekly from District Coach based on support model allocation. Review work samples during planning to ensure instruction is aligning with standards being taught. Bi weekly. District Math Coach and Model Peer teachers will model effective math instruction. <ul style="list-style-type: none"> Model Lesson will be provided by the Math coach at the second collaborative planning with the grade level to display steps of the lesson. Based upon coaching forms, walk throughs, and work sample quality, peer teachers will provide model lessons monthly for Tier 3 and 2 instructors that are in need. (Live or via Video) Model classroom teacher will provide model lesson for Tier 3 instructors at the beginning of each 9 week period, based upon ID needs. Consistent monitoring of MTSS. <ul style="list-style-type: none"> MTSS team will provide monthly feedback on MTSS information presented during PLC - Monthly Principal will receive monthly report from Assistant Principal monitoring MTSS for school site. ESE instructors weekly interventions report will be presented during MTSS report to principal monthly.

- MTSS documents will be checked bi weekly by Assistant Principal to ensure timely and accurate information is being recorded on the students in Tier 2 & Tier 3.

5. Integration of 5E Model

- Conduct weekly walk throughs during Math block to ensure math instruction is being presented using the 5E method.
- Assistant Principal/ District coach attends the collaborative planning meetings weekly to ensure planning for 5E Lessons are utilizing the proper strategies, techniques, and standards to create, carry out, and assess the student progress in the classroom.
- Review work samples of 5E Lessons monthly during collaborative planning to ensure the work samples are consistent across the grade levels for math instruction.

**Person
Responsible**

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

#3	
Title	PBIS
Rationale	Disciplinary referrals are greatly disproportionate based upon race throughout all grade levels at Jewett School of the Arts Magnet.
State the measurable outcome the school plans to achieve	We will seek to have the referral breakdown reflect student body make up percentages: 41 % African American 32% White 23% Hispanic
Person responsible for monitoring outcome	Samantha Dean (samantha.dean@polk-fl.net)
Evidence-based Strategy	Positive Behavior Interventions and Supports training and structures to increase positive school culture and assist students in strategies used to resolve conflict. SEL (Social and Emotional Learning training for students K - 5)
Rationale for Evidence-based Strategy	The SEL program is a research based educational tool that will provide students the opportunity to grow in multiple areas of interaction as well as become better prepared to deal with conflicts that may arise throughout the school day experience.
Action Step	
Description	<ol style="list-style-type: none"> 1. Use of JAC Behavior Card (5-8), PAWS Behavior System, and JAG Bucks all based on PBIS values. We will offer incentives for positive choices such as the JAG Buck School Store and PBIS Celebrations. 2. We will continue to use CHAMPs to deliver school-wide expectations. 3. Middle school small group instruction led by Mrs. Huynh and Mrs. Dean (specific students). <ul style="list-style-type: none"> -Students on Behavior Contract, Caution/Red Card JAC (Jaguar Assessment Card), will participate in Check in/ Check out. - Students in the category will also participate in small group activities on choices and proper responses. - We will meet once a week with small groups. - Small groups participates in mock role play and team building strategies. 4. Sanford Harmony Social Emotional Learning Lesson integration. <ul style="list-style-type: none"> - The entire class will participate in morning meetings daily in all of the K - 5 classrooms. - Two times per month SEL lessons will be taught to the students in all grade levels (K - 5) given by Homeroom teacher during PE block. - SEL lessons are whole group lessons focused on social skills lessons specifically chosen by teachers based upon each individual classroom need.
Person Responsible	Rhoda Huyhn (rhoda.huyhn@polk-fl.net)

#4	
Title	Science Achievement Performance
Rationale	Students have performed traditionally below the district level on the Science FSA assessment. Science is an integral skill for all students that are college and career ready to perform in society.
State the measurable outcome the school plans to achieve	Jewett School of the Arts Magnet 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 5% on the 2018-2019 FSA Science assessment 8th grade and 5% 5th grade.
Person responsible for monitoring outcome	Samantha Dean (samantha.dean@polk-fl.net)
Evidence-based Strategy	Provide hands on lab opportunities for all students grades k - 8 in order to provide all students exposure to the scientific skills needed to explore the natural world.
Rationale for Evidence-based Strategy	Based on JSA's declining science scores in 5th grade and minimal to no gains in 8th, hands on lab opportunities and/or STEM classes are being implemented in grades K-8 to increase student achievement. In order for students to truly learn concepts in science, they must learn from doing. This form of learning encourages students to think independently, rely on evidence and draw their own conclusions.
Action Step	
	<ol style="list-style-type: none"> 1. Conduct PLC's: <ul style="list-style-type: none"> · Integration of 5E instructional model · Introduce Administrator "look for" teacher and student behaviors during 5E · STEM scope training · How to use/implement STEM scopes within the 5E framework 2. Monitoring standards based instructional delivery:
Description	<ul style="list-style-type: none"> · Focused walk-throughs utilizing LSI system to monitor effectiveness of instructional delivery <ol style="list-style-type: none"> 3. New Elementary Science lab rotations: <ul style="list-style-type: none"> · Bi-weekly · Implementing Mystery Science · Implementing hands-on experiments and investigations via STEM scopes 4. New STEAM committee will revise units to correlate with District Science Curriculum maps

Meet monthly to discuss units.

5. New Middle School STEAM classes:

- Implementing EDP into standards-based projects
- Implementing Kessler Science Curriculum in grades 6-8

6. Create a Data Action Plan for grades 4-8 based on Quarter assessments:

- Identify students scoring below 51%
- Identify bottom 25% and SWD
- Identify non-mastered standards
- Identify actions to be taken/re-assessment plan

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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 "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.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Student With Disabilities Achievement performance	\$0.00
2	III.A.	Areas of Focus: Math Achievement performance	\$0.00
3	III.A.	Areas of Focus: PBIS	\$0.00
4	III.A.	Areas of Focus: Science Achievement Performance	\$0.00
Total:			\$0.00