

Polk County Public Schools

# Jewett Middle Academy Magnet



## 2019-20 Schoolwide Improvement Plan

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# Jewett Middle Academy Magnet

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

jewettacademymagnet.com

## Demographics

**Principal: Leon Williams**

Start Date for this Principal: 8/29/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	86%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (60%) 2017-18: B (60%) 2016-17: B (57%) 2015-16: B (59%) 2014-15: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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jewettacademymagnet.com

### 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)
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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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<https://www.floridacims.org>.

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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	Job Duties and Responsibilities
Carpenter-Flood, Diane	Teacher, ESE	ESE Facilitator
Moore, Jacquelyn	Principal	
Jacobs, Paulette	Teacher, K-12	
Kozlowski, Elizabeth	Teacher, K-12	
Williams, Leon	Assistant Principal	
Issac, Garlyn	Dean	
Robinson, Laura	Teacher, K-12	
Kendrick, Delphine	Instructional Media	
Harris, Julie	Instructional Coach	
Donald, Alicia	Teacher, K-12	
Steele, Amy	Teacher, K-12	
Pascoa, Heather	Administrative Support	Testing Coordinator
Lippett, D'Trice	Teacher, K-12	ELA Department Chair
Shoffner, Yadira	Teacher, K-12	World Languages Department Chair

### 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	0	0	0	0	0	0	191	201	199	0	0	0	0	591
Attendance below 90 percent	0	0	0	0	0	0	6	15	11	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	6	17	16	0	0	0	0	39
Course failure in ELA or Math	0	0	0	0	0	0	6	2	2	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	0	0	34	32	43	0	0	0	0	109

**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	5	3	3	0	0	0	11

**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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	3	0	0	0	0	3

**FTE units allocated to school (total number of teacher units)****Date this data was collected or last updated**

Thursday 8/29/2019

**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	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 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	21	23	16	0	0	0	0	60

**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	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 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	21	23	16	0	0	0	0	60	

## 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	60%	48%	54%	65%	48%	52%
ELA Learning Gains	55%	52%	54%	57%	51%	54%
ELA Lowest 25th Percentile	49%	48%	47%	48%	43%	44%
Math Achievement	63%	50%	58%	58%	47%	56%
Math Learning Gains	54%	50%	57%	52%	50%	57%
Math Lowest 25th Percentile	49%	48%	51%	46%	46%	50%
Science Achievement	43%	44%	51%	50%	44%	50%
Social Studies Achievement	89%	72%	72%	79%	64%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	191 (0)	201 (0)	199 (0)	591 (0)
Attendance below 90 percent	6 (27)	15 (35)	11 (34)	32 (96)
One or more suspensions	6 (15)	17 (25)	16 (20)	39 (60)
Course failure in ELA or Math	6 (1)	2 (1)	2 (4)	10 (6)
Level 1 on statewide assessment	34 (51)	32 (25)	43 (26)	109 (102)

### 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
06	2019	59%	48%	11%	54%	5%
	2018	59%	41%	18%	52%	7%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	58%	42%	16%	52%	6%
	2018	54%	42%	12%	51%	3%
Same Grade Comparison		4%				
Cohort Comparison		-1%				
08	2019	62%	48%	14%	56%	6%
	2018	72%	49%	23%	58%	14%
Same Grade Comparison		-10%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	57%	47%	10%	55%	2%
	2018	51%	40%	11%	52%	-1%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	60%	39%	21%	54%	6%
	2018	54%	40%	14%	54%	0%
Same Grade Comparison		6%				
Cohort Comparison		9%				
08	2019	44%	35%	9%	46%	-2%
	2018	63%	34%	29%	45%	18%
Same Grade Comparison		-19%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	43%	41%	2%	48%	-5%
	2018	57%	42%	15%	50%	7%
Same Grade Comparison		-14%				
Cohort Comparison						

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	89%	70%	19%	71%	18%
2018	91%	84%	7%	71%	20%
Compare		-2%			
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	95%	50%	45%	61%	34%
2018	99%	60%	39%	62%	37%
Compare		-4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	97%	53%	44%	57%	40%
2018	100%	41%	59%	56%	44%
Compare		-3%			

## 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	26	48	40	30	48	60					
ELL	13	30	33	16	48	59					
ASN	93	76		90	67		80	100	100		
BLK	44	54	50	43	42	38	31	84	64		
HSP	52	41	39	61	57	60	26	82	60		
MUL	71	57		57	57						
WHT	69	61	57	74	58	57	52	91	75		
FRL	44	49	47	51	51	49	30	80	63		
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		

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
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		

### 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	57
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	31
Total Points Earned for the Federal Index	567
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
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	51
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	61
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	66
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.**

State Science Assessment showed the lowest performance for Spring 2019 (43% proficiency). A contributing factor to this low performance may be due to the limited vertical collaboration between peers in the science department.

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

The greatest decline occurred in 8th grade math from 63% proficiency in 2018 to 44% proficiency in 2019. This group experienced two years of classroom instruction by various substitute teachers.

**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.**

The greatest gap when compared to the state average occurred in 8th Grade Science. A contributing factor may be due to limited vertical collaboration between peers in the science department. The majority of the standards are in 7th grade, so all grade levels must collaborate for students to be successful on the 8th grade test.

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

The greatest improvement occurred in 6th and 7th Grade math (6% increase in both grade levels from 2018 to 2019). An after-school tutoring program was implemented that included small group instruction, with Imagine Math as a resource. Additionally, Imagine Math was offered as part of the Summer Extended Learning program.

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

The number of Level 1's in ELA and Math. Also, the number of students who have been suspended.

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

1. Increased Achievement and Learning Gains for Subgroups.
2. Increased the Rigor and Team Centered Strategies in the classroom.
3. Create a more positive school-wide culture. Be proactive with discipline, not reactive.
4. Building more positive relationships with Students
5. Developing Highly Effective P.L.C.s'

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Jewett Middle Academy Magnet will implement P.B.I.S. (Positive Behavior Interventions & Supports) school-wide in multiple tiers.
<b>Rationale</b>	Every child is entitled to an emotionally, intellectually, and physically safe environment in which to learn. Optimal learning environments address the needs of every learner with attention to equity and continuous academic, social, and emotional growth; as they are all interconnected.
<b>State the measurable outcome the school plans to achieve</b>	We will reduce the number of referrals and suspensions by 25% compared to the previous school year.
<b>Person responsible for monitoring outcome</b>	Leon Williams (leon.williams@polk-fl.net)
<b>Evidence-based Strategy</b>	Supporting safe and engaged interactions with co-created procedures, routines, and classroom design. Work together as a school staff to co-create procedural guideline: respect, responsibility, and ready to learn. Each area of the campus and classrooms will develop classroom expectations that fall under these school-wide guidelines. A reward system will be used to encourage students to use positive behavior.
<b>Rationale for Evidence-based Strategy</b>	We are proactively improving school climate and culture; as positive behavior leads to increased student achievement. The evidence will be to compare increased student achievement on assessments with a reduction in referrals and suspensions. We will use a behavior monitoring tool created for P.B.I.S. to collect data on behavior and attendance. Star Math/Reading, Quarterly Assessment, and classroom formative assessment data will be analyze to determine increased student achievement and gains. This will be compared to the behavior data to help determine if strategies are effective or if they need to be adjusted to better meet student needs.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. P.L.C. (Professional Learning Community) - Teachers will work collaboratively to analyze behavior and academic data and work with the team to develop and adjust PBIS strategies.</li> <li>2. Daily, weekly, and quarterly reward incentives for teachers and students to create a more positive culture</li> <li>3. M.T.S.S. (Multi-tiered System of Supports) is aligned with Positive Behavior Interventions and Supports model. Teachers will bring Behavior Data to P.L.C.'s each month and work with counselors, dean, and administration to develop the most effective strategies to improve the behavior of their Tier 2 &amp; Tier 3 students.</li> <li>4. School-wide promotion of P.B.I.S. through P.D. with teachers and workshop with students.</li> <li>5. Progress Monitoring Data and creating action plans to carry out strategies to improve behavior and overall well-being.</li> </ol>
<b>Person Responsible</b>	Garlyn Issac (garlyn.issac@polk-fl.net)



#2	
<b>Title</b>	The staff at Jewett Middle Academy will incorporate highly effective strategies such as LSI instructional practices and Differentiated Instruction to increase the achievement and learning gains for our ELL students and students with disabilities (SWD).
<b>Rationale</b>	Data from the Spring FSA Assessment shows that only 26% of SWD (Students with disabilities) were proficient on the ELA assessment and 30% on the math assessment. The Learning Gains on the ELA tests for SWD (Students with Disabilities) was 48% and 33% for math. Data from the Spring FSA Assessment shows that only 13% of ELL (English Language Learners) were proficient on the ELA assessment and 16% on the Math assessment. The Learning Gains on the ELA assessments for ELL student (English Language Learners) was 30% and 48% for math.
<b>State the measurable outcome the school plans to achieve</b>	The measurable outcome that we plan to achieve is for 60% or more of the SWD and ELL students to be proficient in math and ELA (Reading & Writing) on the Spring 2020 FSA Reading Test and for 60% of the same students will make learning gains in Math & Reading.
<b>Person responsible for monitoring outcome</b>	Leon Williams (leon.williams@polk-fl.net)
<b>Evidence-based Strategy</b>	<p>We plan to hold several professional development sessions on L.S.I. instructional strategies, which include Target Task Alignment, Success Criteria, and Team Centered Classrooms. The teachers will complete a book study on John Hattie's - Visible Learning and Robert Marzano's - The Highly Engaged Classroom. The teachers will be given opportunities in their PLC's to collaborate, share, and model effective instructional practices. Each teacher will hold data chats with their SWD and ELL students and differentiate instruction based on that data. The staff will attend a professional development on differentiated instruction. The teachers will work with their team to develop a common progress monitoring form to record data from district, summative, and formative assessments. Teachers will use that data to adjust their instruction using a team centered approach in the classroom to meet the learning needs of the SWD (Students with Disabilities) and ELL (English Language Learner) students.</p>
<b>Rationale for Evidence-based Strategy</b>	The L.S.I. (Learning Sciences International) materials use highly effective research-based strategies to increase student achievement. The book "Visible Learning" rates teaching strategies by their effect size (Hattie, 2009) based on hundreds of educational studies around the world. The teachers will incorporate these strategies in the classroom. Holding data chats with students allows them to see how close they are to meeting their goal. Just knowing how far they need to go to be proficient can be a motivating factor to increase their achievement. Though FSA data is once a year, classroom assessment (formative & summative) data can be gathered daily and gives more immediate and up-to-date information. This information can be used to differentiate instruction for the ELL and SWD students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Hold LSI professional Development Sessions and give opportunities for teachers to collaborate and model best practices.</li> <li>2. Book Study on John Hattie's Visible Learning and Robert Marzano's Highly Engaged Classroom.</li> <li>3. Data Chats with students on State, District, and Classroom Assessment Data</li> </ol>

4. Professional Development on Differentiated Instruction.
5. Develop Team Centered Classrooms

**Person Responsible** Jacquelyn Moore (jacquelyn.moore@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.**

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.

### 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.**

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. 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

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

1	III.A.	Areas of Focus: Jewett Middle Academy Magnet will implement P.B.I.S. (Positive Behavior Interventions & Supports) school-wide in multiple tiers.	\$0.00
2	III.A.	Areas of Focus: The staff at Jewett Middle Academy will incorporate highly effective strategies such as LSI instructional practices and Differentiated Instruction to increase the achievement and learning gains for our ELL students and students will disabilities (SWD).	\$0.00
Total:			\$0.00