Jewett Middle Academy Magnet

2020-21 Schoolwide Improvement Plan

Table of Contents

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: 7/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2019-20 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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (60%) 2016-17: B (57%) 2015-16: B (59%)
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 is pending approval by the Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	69%

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	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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SIP Authority

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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 opportunties 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, position title, and job duties/responsibilities 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	
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	
Pascoa, Heather	Administrative Support	Testing Coordinator
Lippett, D'Trice	Teacher, K-12	ELA Department Chair
Shoffner, Yadira	Teacher, K-12	World Languages Department Chair
Jackson-Herndon, Roseanna	Teacher, K-12	Reading Content Area Chair
Delk, Kimberly	Teacher, K-12	Science Department Chair

Demographic Information

Principal start date
Sunday 7/1/2012, Leon Williams

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school
35

Demographic Data

2020-21 Status (per MSID File)	Active
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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.	

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	189	201	204	0	0	0	0	594
Attendance below 90 percent	0	0	0	0	0	0	7	5	8	0	0	0	0	20
One or more suspensions	0	0	0	0	0	0	9	11	13	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	25	20	22	0	0	0	0	67
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	18	19	28	0	0	0	0	65
Dec. 2019, STAR Reading Level 1	0	0	0	0	0	0	18	42	29	0	0	0	0	89
Dec. 2019 STAR Math Level 1	0	0	0	0	0	0	30	34	16	0	0	0	0	80

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	18	21	30	0	0	0	0	69

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	15	7	11	0	0	0	0	33

Date this data was collected or last updated

Tuesday 6/23/2020

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	
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	5	3	3	0	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

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	
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	5	3	3	0	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

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**	
	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	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%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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		
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		

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
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%	0
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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 instructions 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 6th & 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 2018-2019). 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?

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. Increase Achievement and Learning Gain for Subgroups
2. Increase the Rigor and Team-Centered Strategies in the Classroom.
3. Create a more positive school-wide culture. Be proactive with discipline, not reactive.
4. Increase the opportunities for vertical planning.
5. Developing High Effective P.L.C.'s.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	The staff at Jewett Middle Academy Magnet will incorporate highly effective learning strategies such as LSI (Learning Sciences) and Differentiated Instruction to increase the achievement and learning gains for all subgroups. LSI focuses on the Team-Centered Concept where where there are multiple opportunities to verify student learning. Student learning is supported, not only by the teacher; but also student peers. Differentiated Instruction uses student learning data to determine learning strategies for individual needs of each child. Data from the 2019 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's was 48% and 33% for math. Data from the 2019 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 Assessment for ELL students was 30% and 48% for math.
Measurable Outcome:	The measurable outcome that we plan to achieve is a least a 5% increase or more in proficiency for all subgroups in Math and ELA (Reading and Writing) on the Spring 2021 FSA Assessments. Another measurable outcome that we plan to achieve is at least a 5% increase or more in Learning Gains from the 2019 Spring Assessments to the Spring 2021 ELA and Math FSA Assessments.
Person responsible for monitoring outcome:	Jacquelyn Moore (jacquelyn.moore@polk-fl.net)
Evidence-based Strategy:	We plan to continue the development of the Team-Centered Model and Increase Rigor using L.S.I. (Learning Sciences) Instructional Strategies. The teachers will complete a book study on the book, "Teach Like a Champion" by Doug Lemov. 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 students in each subgroup and differentiate instruction based on that data. The staff will attend a professional development on Differentiated Instruction. The teachers will work with team to share common progress monitoring forms to record data from district, summative, and formative assessments. Teachers will use that data to meet the learning needs of students in all subgroups.
Rationale for Evidence-based Strategy:	The L.S.I. (Learning Sciences International) materials use highly effective research-based strategies to increase student achievement. The book, "Teach like a Champion" by Doug Lemov, "provides educators with practical knowledge and tools to create a positive and lifelong impact on student learning". The teachers will incorporate these strategies in the classroom. Holding data chats with students allow them to see how close they are to meeting their achievement goals and this can be a motivating factor. Though FSA data only comes once a year, classroom assessments (formative and summative) data can be gathered daily and this data gives more immediate and up-to-date information. This give teachers the opportunity to adjust their instruction and differentiate to meet the needs not only students in the subgroups, but all students.

Action Steps to Implement

Hold LSI professional development review sessions and give opportunities for teachers to collaborate and model best practices. Continue to develop Team-Centered Classrooms. Instructors: Leon Williams and Julie Harris. Professional Development on September 21, 2020, and February 16, 2020, with once a month P.L.C.'s for modeling and sharing best practices. New teachers to the staff will have additional training once a month after school. Walkthrough observations using Trend Tracker to verify implementation of LSI strategies in the classroom.

Person Responsible   Leon Williams (leon.williams@polk-fl.net)

Data Chats and setting goals with students and their parents on State, District, and Classroom Assessments. Implemented by Jacquelyn Moore, Leon Williams, Leadership Team, and Lead Teachers. September 2, 2020 and February 3, 2021 for Data Chat/Assessment Nights with parents and students. Administration will go into intensive reading and math classes once per semester to hold data chats with students. Each teacher will hold data chats once a month with his/her students. Monitoring for Fidelity/ Follow-up - Data with Teachers and Administrators, Teachers will submit Data Chat Log, Conference with student, parents, teachers, counselors, and administrators for students who are not meeting proficiency.

Person Responsible   Jacquelyn Moore (jacquelyn.moore@polk-fl.net)

Book study on Doug Lemov's book, "Teach Like a Champion". Teachers will be divided into collaborative team to present a specific chapters on the book to the whole group. Specific Attention given to Differentiated Instruction. August 5, 2020 - Introduce book and assign collaborative/presentation groups. September 21, 2020 - Each group presents their assigned chapter to the entire instructional staff and model the effective teaching strategies. Monitoring for Implementation/Follow-up - Teacher Observations and Develop "Teaching Like a Champion Model Classrooms".

Person Responsible   Jacquelyn Moore (jacquelyn.moore@polk-fl.net)

Push-in by our two SWD instructors (Daily), ELL paraprofessional (Daily), and gifted resource teachers (Weekly). They will be working with the students on their reading, writing, math, communication skills, critical thinking, and test-taking strategies. Monitoring for Implemention/Follow-up - Teachers will submit Push-in schedule to administration, Data chats with these instructors: looking at assessment data from students in these subgroups, remediation with students who are not meeting proficiency, after-school tutoring for these students, monitoring District, Star, and Formative Assessment Data for proficiency.

Person Responsible   Jacquelyn Moore (jacquelyn.moore@polk-fl.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Jewett Middle Academy Magnet will implement P.B.I.S. (Positive Behavior Interventions & Supports) school-wide in multiple tiers. A positive school environment and culture creates a positive learning environment. Every child is entitled to an emotionally, intellectually, and physically safe environment in which learn. Optimal learning environments address the needs of every learner with attention to equity and continuous academic, social, and emotional growth; as they are interconnected.
Measurable Outcome:	We will reduce the number of referrals and suspensions by 25% compared to the previous school year.
Person responsible for monitoring outcome:	Jacquelyn Moore (jacquelyn.moore@polk-fl.net)
Evidence-based Strategy:	Supporting safe and engaged interactions with co-created procedures, routines, and classroom design. Work together as a staff to revise the procedural guidelines: 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.
Rationale for Evidence-based Strategy:	We are proactively improving school climate and culture; as positive behavior leads to increased student achievement. The evidence will be used to compare increased student achievement on assessments with a reduction in referrals and suspensions. We will use a behavior monitoring form to collect data on behavior and attendance. Star Math/Reading, Quarterly Assessment, and classroom formative assessment data will be analyzed 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 Steps to Implement

Professional Development with teachers on P.B.I.S Dates: August 5, 2020, September 21, 2020, October 21, 2020, and February 16,2020. Instructors: Leon Williams, Garlyn Issac, Julie Harris. Positive Behavior Interventions and Support model. Work with teachers and resource team to develop the most effective strategies to improve the behavior of their Tier 2 & Tier 3 students. Develop a positive school culture. Monitoring for fidelity of Implementation: Behavior Data Chats with teachers (look at number of referrals, suspensions and other disciplinary actions), Behavior Data Form for Teachers, Classroom Walk-through Data. Coach teachers on Classroom Management where there is limited growth in student behavior.

Person Responsible	Leon Williams (leon.williams@polk-fl.net)

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. Third Tuesday of each month. Persons Responsible: Leon Williams, Deldrick Leonard, & Anetra Crawford. Monitoring for Fidelity of Implementation: Attendance Sheets of PLC's, Teacher Action Plan for Classroom Management, Behavior Monitoring Forms, Classroom Observations. Celebrate Teachers who use PBIS strategies and show growth in their classrooms. Additional Classroom Management assistance for teachers who are not showing student growth in classroom management and student behavior.

Person Responsible	Leon Williams (leon.williams@polk-fl.net)

Workshops with Students on PBIS and model behavior - August 10, 2020, October 16, 2020, January 15,2021, & April 3, 2021. Persons Responsible: Jacquelyn Moore, Leon Williams, Garlyn Issac, Laura Robinson & Julie Harris. Monitor for Fidelity of Implementation: Student Attendance Sheet for Workshops, Students Discipline Data, Behavior Goal Sheets for Students. Classroom Observation of Students with Discipline Concerns. R.T.I. Meeting with students on Behavior Plans, Parent/Teacher conference with Student with Behavior Concerns, Behavior Plans working with Counselors and/or Behavior Specialist.

Person Responsible   Jacquelyn Moore (jacquelyn.moore@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The team will work together to review data on students in order to determine if students are Tier 2 or Tier 3 in M.T.S.S. and work with teachers to adjust instruction to best meet the needs of these students. The team will identify the areas for concern (discipline, academic, or attendance), develop an Action Plan, Monitor for Fidelity, and celebrate successes for both students and staff.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 Middle Academy Magnet, 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. 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. We partner with outside agencies and the mental health department in the Polk County School System to provide mental and emotional support for students. Jewett Middle Academy Magnet hosts a booth at the Workforce for Education convention to showcase our school's opportunities for the incoming fifth graders. 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.
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Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00