

Polk County Public Schools

Jewett School Of The Arts



2021-22 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: 4/23/2012

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Jewett School of the Arts is to provide all participants in our learning community with the resources needed to become responsible, life-long learners committed to excellence in the academics and the arts.

Provide the school's vision statement.

The Vision of Jewett School of the Arts is to provide the pathway for faculty, staff, parents and community to cultivate, through communication, a sense of ownership, spirit and pride in the school. Not only must students be prepared academically; they must be fostered with a sense of cultural awareness which includes an appreciation of the arts, acceptance of diversity and the community.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Sears, Michael	Principal	Principal
Dean, Samantha	Assistant Principal	Assistant Principal/MS
Hippeli, Danielle	Reading Coach	Literacy Coach
Reddick, Kimberly	Instructional Coach	Testing Coordinator
Smith, Linda	Teacher, K-12	Kindergarten Instructor
tillinger, charma	School Counselor	Elementary Guidance Counselor
Huyhn, Rhoda	School Counselor	Middle School Guidance Counselor
Richard, Lisa	Teacher, K-12	Middle School ELA Instructor/7th grade
gainey, nichole	Teacher, K-12	6th Grade ELA Instructor
Johnson, Chandra	Assistant Principal	Assistant Principal Elementary
France, Jessica	Teacher, K-12	First Grade instructor
Bard, Kimberley	Teacher, K-12	6th Grade Science Instructor
Collins, Alicia	Teacher, K-12	Elementary ELA Instructor 5th grade
Williams, Robyn	Teacher, K-12	4th Grade Instructor Math & Science
Turner, Jaime	Teacher, K-12	3rd Grade Instructor
Zonner, Breanna	Teacher, K-12	Chorus Instructor
Grooms, Judah	Teacher, K-12	Music Instructor

Demographic Information

Principal start date

Monday 4/23/2012, Michael Sears

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.*

3

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

53

Total number of students enrolled at the school

667

Identify the number of instructional staff who left the school during the 2020-21 school year.

13

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	70	72	71	66	74	84	80	73	80	0	0	0	0	670	
Attendance below 90 percent	26	27	28	17	28	34	19	14	12	0	0	0	0	205	
One or more suspensions	3	9	2	0	4	13	8	2	3	0	0	0	0	44	
Course failure in ELA	0	3	0	1	0	0	0	0	0	0	0	0	0	4	
Course failure in Math	0	1	2	1	1	1	0	0	0	0	0	0	0	6	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	8	14	14	13	16	0	0	0	0	69	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	20	15	26	10	14	0	0	0	0	89	
Number of students with a substantial reading deficiency	5	8	6	9	21	29	17	20	20	0	0	0	0	135	

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	2	4	4	5	10	12	6	14	4	0	0	0	0	61	

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	1	3	2	0	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 6/23/2021

2020-21 - 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	68	69	68	70	92	89	74	87	100	0	0	0	0	717
Attendance below 90 percent	5	3	2	1	12	2	1	1	5	0	0	0	0	32
One or more suspensions	3	7	2	3	3	10	2	12	11	0	0	0	0	53
Course failure in ELA	0	1	1	0	1	4	3	2	0	0	0	0	0	12
Course failure in Math	0	1	1	0	1	4	3	2	0	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	4	8	14	14	13	16	0	0	0	0	69
Level 1 on 2019 statewide Math assessment	0	0	0	4	20	15	26	10	14	0	0	0	0	89

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	1	1	0	1	6	8	3	3	7	0	0	0	0	30

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	1	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

2020-21 - 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	68	69	68	70	92	89	74	87	100	0	0	0	0	717
Attendance below 90 percent	5	3	2	1	12	2	1	1	5	0	0	0	0	32
One or more suspensions	3	7	2	3	3	10	2	12	11	0	0	0	0	53
Course failure in ELA	0	1	1	0	1	4	3	2	0	0	0	0	0	12
Course failure in Math	0	1	1	0	1	4	3	2	0	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	4	8	14	14	13	16	0	0	0	0	69
Level 1 on 2019 statewide Math assessment	0	0	0	4	20	15	26	10	14	0	0	0	0	89

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	1	1	0	1	6	8	3	3	7	0	0	0	0	30

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	1	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	61%	61%	60%	54%	60%
ELA Learning Gains				52%	58%	59%	55%	52%	57%
ELA Lowest 25th Percentile				47%	49%	54%	51%	46%	52%
Math Achievement				55%	61%	62%	52%	55%	61%
Math Learning Gains				52%	56%	59%	53%	54%	58%
Math Lowest 25th Percentile				48%	52%	52%	55%	51%	52%
Science Achievement				43%	52%	56%	47%	48%	57%
Social Studies Achievement				80%	79%	78%	94%	85%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	54%	52%	2%	58%	-4%
Cohort Comparison						
04	2021					
	2019	61%	48%	13%	58%	3%
Cohort Comparison		-54%				
05	2021					
	2019	52%	47%	5%	56%	-4%
Cohort Comparison		-61%				
06	2021					
	2019	64%	48%	16%	54%	10%
Cohort Comparison		-52%				
07	2021					
	2019	51%	42%	9%	52%	-1%
Cohort Comparison		-64%				
08	2021					
	2019	62%	48%	14%	56%	6%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	56%	-5%	62%	-11%
Cohort Comparison						
04	2021					
	2019	66%	56%	10%	64%	2%
Cohort Comparison		-51%				
05	2021					
	2019	40%	51%	-11%	60%	-20%
Cohort Comparison		-66%				
06	2021					
	2019	67%	47%	20%	55%	12%
Cohort Comparison		-40%				
07	2021					
	2019	39%	39%	0%	54%	-15%
Cohort Comparison		-67%				
08	2021					
	2019	35%	35%	0%	46%	-11%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	38%	45%	-7%	53%	-15%
Cohort Comparison						
08	2021					
	2019	47%	41%	6%	48%	-1%
Cohort Comparison		-38%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	80%	70%	10%	71%	9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	50%	20%	61%	9%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	53%	26%	57%	22%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR Assessments and the District Quarterly Assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65	78	63
	Economically Disadvantaged	59	72	50
	Students With Disabilities	33	44	22
	English Language Learners	0	50	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72	77	57
	Economically Disadvantaged	66	74	42
	Students With Disabilities	11	44	11
	English Language Learners	n/a	100	n/a
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70	71	70
	Economically Disadvantaged	58	70	67
	Students With Disabilities	n/a	n/a	50
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	62	66	51
	Economically Disadvantaged	51	68	56
	Students With Disabilities	50	50	50
	English Language Learners	n/a	50	n/a

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70	70	59
	Economically Disadvantaged	73	58	42
	Students With Disabilities	50	50	50
	English Language Learners	100	50	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67	78	58
	Economically Disadvantaged	58	68	40
	Students With Disabilities	25	75	50
	English Language Learners	100	50	100
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	58	53
	Economically Disadvantaged	42	52	55
	Students With Disabilities	n/a	11	11
	English Language Learners	50	50	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	62	69	58
	Economically Disadvantaged	61	64	58
	Students With Disabilities	22	44	22
	English Language Learners	100	50	50

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	45	40
	Economically Disadvantaged	34	28	30
	Students With Disabilities	13	n/a	n/a
	English Language Learners	30	20	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	43	33
	Economically Disadvantaged	41	34	17
	Students With Disabilities	na	na	13
	English Language Learners	30	10	25
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	43	29	32
	Economically Disadvantaged	34	16	13
	Students With Disabilities	na	13	13
	English Language Learners	48	30	29
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53	41	49
	Economically Disadvantaged	43	37	35
	Students With Disabilities	22	33	44
	English Language Learners	33	33	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51	54	30
	Economically Disadvantaged	40	51	24
	Students With Disabilities	22	22	na
	English Language Learners	na	na	na

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	47	45
	Economically Disadvantaged	32	40	39
	Students With Disabilities	17	17	17
	English Language Learners	n/a	25	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	56	45
	Economically Disadvantaged	45	61	39
	Students With Disabilities	17	17	17
	English Language Learners	33	50	50
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	66	46	64
	Economically Disadvantaged	56	46	67
	Students With Disabilities	na	na	na
	English Language Learners	65	46	63

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	58	60
	Economically Disadvantaged	33	47	55
	Students With Disabilities	33	33	67
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	59	60
	Economically Disadvantaged	50	50	50
	Students With Disabilities	33	na	na
	English Language Learners	na	na	na
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	38	45
	Economically Disadvantaged	61	30	35
	Students With Disabilities	25	na	na
	English Language Learners	66	38	48

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	24	24	15	18	24	24	10				
ELL	33	35		37	30						
BLK	35	33	29	27	21	25	13	52	38		
HSP	48	46	46	51	34	29	20	58	64		
MUL	56			56							
WHT	61	49	17	57	30	35	47	62	59		
FRL	37	33	28	33	21	25	17	65	48		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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	43
English Language Learners Subgroup Below 41% in the Current Year?	NO

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	
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	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
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	56
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	46
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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Learning gains for overall groups of students as well as the bottom quartile are a concern. Only Multi-racial and White subgroups have over 50% achieving learning gains as reported by the 2019 state data in reading and math. Reading and math state proficiency for 2021 was projected to be 24% for SWD and 17% for SWD in math. This projection is representing no change from the 2019 actual proficiency performance of the SWD subgroup.

Cohort data across all grades for 2019 reading and math performance show decreases in performance.

Civics, Algebra, and Geometry students performed above the state average in 2019.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The Students with Disabilities subgroup is the priority subgroup of concern based on the 2019 state data and projections from the STAR for the 20-21 school year. The ESOL subgroup is also an area of concern based on the 2019 performance and projected performance from the 20-21 school year STAR and district assessment data.

With each subgroup, overall learning gains and learning gains for the bottom quartile in reading and math will be a target for PLC discussion and data analysis following district assessments.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In the 20-21 school year, there were frequent disruptions affecting the optimal learning environment. Instruction was affected due to quarantine of students and staff, protocols impacting cooperative learning structures, limited and interrupted support from ESOL and ESE support staff due to quarantine, testing, and absences (teacher and student). There were teacher vacancies.

New actions needed- All students will receive F2F instruction and interventions. Mrs. Stewman will track all data of SWD students and adjust instruction as needed. This information will be reported back to administrators and teachers. MTSS targets will consistently be refined and monitored by admin and teachers. Stewman will work with Galindo to assist students in need.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Most improvement was shown in the area of math proficiency.

Civics performance has maintained above 80% through 2019.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Standards-task alignment practices have been a focus topic during PLCs and leadership team meetings. Coaching and feedback have been provided from support staff and administration. K-6 SMAD math fluency activities that is progress monitored weekly. Consistent Mathematic and Civics instruction throughout the year with a certified instructor presenting content for the entire year. District support and resources have been instrumental as well.

What strategies will need to be implemented in order to accelerate learning?

Further refinement and coaching of root cause analysis, action planning, and progress monitoring for MTSS is planned for the 21-22 school year.

Professional development and training will be provided and follow up coaching engaged to support equitable and inclusive practices as well as the implementation of new district curriculum and the B.E.S.T. standards. Utilize district support for consistent expectations (PBIS). SEL lessons taught consistently with fidelity in all grades (K-8). Continue to focus on implementing and monitoring standards-based instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

With the anticipated number of new staff, refresher training, expectations, and ongoing hands-on practice with Performance Matters, SEL curriculum tools, MTSS, best practices for ESOL and inclusion will be provided at the beginning of the school year and supported through group and individual sessions throughout the year. Equitable diversity training will be provided by the district (Chandra Hall).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

District resources will be utilized to support continuous improvement efforts for building equitable and inclusive best practices in the classrooms.

Professional development and coaching in math, science and ELA will be provided by district and school coaches. We will utilize our school social worker (Galino) to work with and support our ESE facilitator (Stewman).

The PLC process will be reviewed and reflective practice implemented to improve engagement of staff in discussion of continuous improvement each week.

Teacher surveys will be utilized to gather information on acceleration of students and student/teacher needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	Disciplinary referrals are greatly disproportionate based upon race throughout K - 8. Students are missing a large amount of class time due to suspensions and other disciplinary consequences at a disproportionate rate. In reviewing disciplinary data, the large discrepancy is displayed with in school and out of school suspensions.
Measurable Outcome:	JSOTA will to reduce the amount of discipline referrals and also reduce the number of out of school/in school suspensions for students of color.
Monitoring:	Disciplinary data will be monitored weekly by administration utilizing FOCUS reports. Disciplinary data will be reviewed with all instructional staff on a monthly basis and trends will be reviewed and evaluated during PLC session. PBIS team will review and evaluate discipline trends and possible solutions will be discussed and adjusted moving forward.
Person responsible for monitoring outcome:	Samantha Dean (samantha.dean@polk-fl.net)
Evidence-based Strategy:	Positive Behavior Intervention Supports (PBIS) training and structures to increase positive school culture and assist students in strategies used to resolve conflict. Social Emotional Learning (SEL) training for students K - 8, Early Release day focus on SEL lessons for Middle School students and one day per week in elective classes working on interpersonal skills and conflict resolution skills. CPI Verbal De-escalation strategies (scheduled using district resources). C.H.A.M.P.S. Drumbeat Program Student Mentor Programs
Rationale for Evidence-based Strategy:	PBIS - research based programs that emphasize acknowledging and celebrating positive choices and behaviors. District supported strategy and training for implementation with fidelity from instructional and support staff. SEL strategies are research based tools that provide students the opportunity to grow in multiple areas of interaction as well as become prepared to deal with conflicts that may arise throughout the school day. District initiative to build and maintain positive relationships between staff and students. CPI - district supported strategy used to equip students with the resources to diffuse situations using verbal communication instead of physical altercations. CHAMPS - research based strategy designed to improve communication of learning expectations. Drumbeat - research based strategy used to teach students how to channel their aggression, make good choices, and have positive behavior outcomes. Mentoring Programs - research based strategy provides students with the opportunity to receive guidance and support in a safe environment.

Action Steps to Implement

Schoolwide Training during pre planning what the school wide discipline plan to cover what is classroom managed and office managed behaviors. Conducted by Administration on 8/5/2021 ongoing training will occur monthly during PBIS PLC slated for each month of the year.

Tier Instructors for Classroom Management Support Tier I II III 8/9/2021

Provide instructors with classroom behavior management plan template to be completed and returned to administration with explicit steps to how classroom behaviors/procedures will be managed 8/3/2021

Identify one teacher from each grade level as the contact SME (Subject Matter Expert) 8/16/2021
Administration will provide feedback classroom behavior management plans and return with updates on 8/9/2021
Administration will conduct follow up walk through by 8/16/2021

Person Responsible Samantha Dean (samantha.dean@polk-fl.net)

Entire staff will cover schoolwide structures for students with expectations on the first day of school covering the areas of Common C.H.A.M.P.S., JAC Card, transition procedure, lunchroom, arrival and dismissal, attendance/tardy and electronic devices/earbuds expectations. 8/10/2021.
Weekly review of areas based upon feedback of the staff members and C.H.A.M.P.S. weekly walk throughs by Administration.
The school will develop a support system for instructors that struggle with incidents by providing:
a) model classroom b) conference time with model teacher & providing coverage for instructor to receive support for Tier 3 staff c) establish support system for classroom management/behavior that provides focused walk throughs/ feedback/ next steps discussing information bi weekly beginning on 8/20/2021
Support Team meeting monthly to discuss all of the trends and data from walk throughs.
3rd Thursday of every month 8/26/2021 Administration, District support Charles Morrison, and Danielle Hippeli.

Person Responsible Samantha Dean (samantha.dean@polk-fl.net)

Conduct book study Culturally Equitable Instruction: We Got This (Cornelius Minor)
The book study will cover a 9 week period with 3 sessions led by the Assistant Principal Dean 8/25/2021
The second and third sessions will utilize all three administrators rotating presenting each session. 10/25/21
The book study participants will meet bi weekly after school from 3:00 - 3:30 p.m. 8/24/2021
Discussion, written documentation and implementation of information is recorded using book study questions and evidence of implementation. 8/24/2021
Walk throughs by administration will occur a minimum of 2x's within each two week period by Administration for initial 9 week period. 8/25/2021

Person Responsible Samantha Dean (samantha.dean@polk-fl.net)

Drumbeat focused on African American boys, scheduled with Mr. Grooms, 9/1/2021 AP Johnson will monitor implementation.
The assigned students will be on a needs basis and the support will last 3 week maximum & re-evaluate student progress. Weekly checks provided by AP Johnson & MS guidance counselor.
Offering one section per day with a maximum of 15 students per section AP Johnson will monitor enrollment
We will have a 1 to 3 ratio for the students with assisting in curtailing the behaviors. SEL theory, exposing kids with cross behavior items can help make connections. 9/15/2021 AP Johnson
Effectiveness will be measured by disciplinary infractions FOCUS, JAC Card marks, and PAWS marks weekly, AP Johnson, Guidance Tillinger & Huyhn.

Person Responsible Chandra Johnson (chandra.johnson@polk-fl.net)

Mentors, ID mentors for the students and align them with kids 8/25/2021 AP Johnson
Invite guest speakers for the students to assist in increasing positive behavior quarterly presentation 10/1/2021
Recruit 10 staff members along with administration/guidance to mentor 2 students each. Monitor behavior and grades. Bi-weekly 9/1/2021
Targeted group is pulled with Mentoring with a lunch and speaker to assist them; 10 staff mentors willing

to take on 2 kids each, 20 students can be impacted on campus and increase their outlook and range. ID and find out who and what needs supports, younger ones having an older kid
Action step of being in classrooms, what does the schedule look like, what is the expectation when we are in classrooms. Targeted feedback and every week, set the agenda for focus. Where are we struggling and where are we looking good and what do we need to change.

Person Responsible Chandra Johnson (chandra.johnson@polk-fl.net)

Bullying Training will be conducted by district contact D. Sepulveda on campus during PLC slot for the entire staff by 9/10/2021

Staff members will be required to complete follow up materials turned into administration by 9/17/2021

Behavior Team will review incidents of reported bullying and provide feedback to staff members on validity of reports (administration provides feedback).

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

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	In 2020-21 more than 50% of the lowest quartile in grades 3 - 8 did not make learning gains on the state Reading or Math Assessment. In 2020-21 71% of the students with disabilities subgroup failed to meet the ESSA goal of 41%. It has been identified that students received instruction that was misaligned to the intent and rigor of the grade level standard; in addition, tasks were below the grade level expectation.
Measurable Outcome:	As a result of standards based instruction taught in core content areas, at least 53% of the Lowest Quartile will exhibit learning gains on the state reading assessment; at least 53% of the Lowest Quartile will exhibit learning gains on state math assessment. All ESSA subgroups will perform at a minimum of 41% overall. Student learning will be monitored through grade level formative assessments and district progress monitoring tools.
Monitoring:	Instructional practices will be monitored and reviewed using instructional plans and target task alignment. Progress monitoring assessments will be evaluated with the instructional staff during PLCs. Professional guidance will be provided in the areas of utilizing formative assessments, coaching cycle, OLA standards based assessments, collaborative planning, and vertical planning.
Person responsible for monitoring outcome:	Chandra Johnson (chandra.johnson@polk-fl.net)
Evidence-based Strategy:	STAR - District provided standards based (baseline, mid year, final) in areas ELA/Reading and Mathematics Quartiles - District provided standards based quarterly assessments. Imagine Math - District provided standards based in areas of Mathematics for the tier 2 and 3 students. Freckle - District provided standards based in the area of Mathematics. Achieve 3000 - District provided standards based in areas of ELA/Reading for the tier 2 and 3 students. Language and Literacy Interventions (LLI) - School based (K - 5) standards based in the areas of ELA/Reading elementary tier 2 students. Istation - District provided standards based in areas of reading for the tier 2 students.
Rationale for Evidence-based Strategy:	STAR - District provided standards based (ELA/Reading and Mathematics) assessments monitoring the FSA success criteria for grades 3 - 8 students. Quartiles - District provided standards based quarterly assessments to monitor student success criteria towards the depths of the standards. Imagine Math - District provided standards based instruction for mathematics targeting student deficiencies. Freckle - District provided standards based in area Mathematics Achieve 3000 - District provided standards based instruction in the areas of ELA/Reading targeting student deficiencies. Language and Literacy Interventions (LLI) - School based (K - 5) standards based in the areas of ELA/Reading elementary Istation - District provided standards based in areas of reading targeting student deficiencies. All data acquired will drive instruction.

Action Steps to Implement

* Provide training on Target Task Alignment to grades (3 - 8) and BEST standards training for instructors (K - 2). Literacy Coach Hippeli and AP Mrs. Johnson beginning 8/4/2021

* Monitor collaborative planning weekly reviewing standards and target/task alignment with standards; provide feedback and resources to ensure lessons are meeting the depth of each standard Literacy Coach, Administration, Testing Coordinator beginning 8.17.2021

* Follow up will consist of at least 1 walk through in each class per week with coaching form focused on target task alignment 2nd phase will consist of written or verbal feedback documented in Coaching logs. Literacy Coach and Administration beginning 8.24.2021

Person Responsible Danielle Hippeli (danielle.hippeli@polk-fl.net)

Information reviewed bi weekly by Coaches/Administration beginning 8.24.2021
Meet with individual teacher and coach and create an instructional plan to address the emerging areas established by observation data.
Start a monitoring and corrective cycle with the instructor.
Provide monitoring for the instructor on the first Tuesday after coaches/administration have reviewed data.

Person Responsible Chandra Johnson (chandra.johnson@polk-fl.net)

* Professional Development provided on BEST Standards: Literacy Coach
* Provide structured support in creating lesson plans using BEST standards in K - 2; Literacy Coach/AP beginning 8.4.2021
* Weekly collaborative planning support reviewing tasks and standards implemented in lessons; Literacy Coach/Administration beginning 8.17.2021
* BEST standard focused walk throughs occur weekly to measure the proper implementation of standards Literacy Coach/Administration beginning 8.17.21
* Review information on STAR & Data dashboard (Florida Wonders) to implement item analysis to focus on areas of need and strengths. Literacy Coach, Administration, Testing Coordinator
Establish model classroom proper implementation B.E.S.T. Literacy Coach/Administration beginning 8.31.2021

Person Responsible Chandra Johnson (chandra.johnson@polk-fl.net)

* Walk through provided for emerging instructor and conference time with instructor. Literacy Coach/Administration/Model Teacher
Follow up with emerging instructor with focused walk through. Literacy Coach/Administration beginning 9.7.2021

Person Responsible Danielle Hippeli (danielle.hippeli@polk-fl.net)

Monthly review of student products will occur on the last week of each month in collaborative planning to analyze the tasks to determine if the items are meeting the appropriate levels beginning 8.24.2021
Administration/Literacy Coach
Create support for instructor(s) not achieving appropriate tasks levels with explicit guidance from peers/academic coaches/administration.8.24.2021
Follow up occurs one week after previous weeks session to review artifacts to ensure task alignment to the proper level beginning 9.1.2021. Grade Chair/Academic Coaches/Administration
The cycle will continue throughout the year with the same time frame.

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

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: In 2020-21 more than 55% of the lowest quartile in grades 3 - 8 did not make learning gains on the state Math Assessment. In 2020-21 71% of the students with disabilities subgroup failed to meet the ESSA goal of 41%. It has been identified that students received instruction that was misaligned to the intent and rigor of the grade level standard; in addition, tasks were below the grade level expectation.

Measurable Outcome: As a result of standards based instruction taught in core content areas, at least 53% of the Lowest Quartile will exhibit learning gains on the state reading assessment; at least 53% of the Lowest Quartile will exhibit learning gains on state math assessment. All ESSA subgroups will perform at a minimum of 41% overall. Student learning will be monitored through grade level formative assessments and district progress monitoring tools.

Monitoring: Instructional practices will be monitored and reviewed using instructional plans and target task alignment.
Progress monitoring assessments will be evaluated with the instructional staff during PLCs. Math Coach provided by the District will monitor planning, interventions, and re-teaching strategies.
Professional guidance will be provided in the areas of utilizing formative assessments, coaching cycle, OLA standards based assessments, collaborative planning, and vertical planning.

Person responsible for monitoring outcome: Michael Sears (michael.sears@polk-fl.net)

Evidence-based Strategy: STAR - District provided standards based (baseline, mid year, final) in area of Mathematics
Quartiles - District provided standards based quarterly assessments.
Imagine Math - District provided standards based in areas of Mathematics for the tier 2 and 3 students.
Freckle - District provided standards based in the area of Mathematics.

Rationale for Evidence-based Strategy: STAR - District provided standards based (Mathematics) assessments monitoring the FSA success criteria for grades 3 - 8 students.
Quartiles - District provided standards based quarterly assessments to monitor student success criteria towards the depths of the standards.
Imagine Math - District provided standards based instruction for mathematics targeting student deficiencies.
Freckle - District provided standards based in area Mathematics
All data acquired will drive instruction.

Action Steps to Implement

* Provide training on Target Task Alignment with Mathematic standards training for instructors 3 - 8. District Math Coach and Testing Coordinator beginning 8.1.2021

* Monitor collaborative planning weekly reviewing standards and target/task alignment with standards; provide feedback and resources to ensure lessons are meeting the depth of each standard Mathematics Coach, Administration Testing Coordinator beginning 8.24.2021

* Follow up will consist of minimum/1 walk through in each class weekly with coaching form focused on target task alignment/phase will consist of written or verbal feedback documented in Coaching logs. Mathematics Coach and Administration beginning 8.24.2021 & reviewed bi weekly by Administration beginning 8.24.2021

*Monitor evidence based programs and quarterly assessments measuring effectiveness of strategies implemented in classroom. District Math Coach/Testing Coordinator beginning 8/25/2021

* Administer STAR Test for all students for baseline data to assist in small group focus/intervention strategies to grade levels. District Mathematic Coach and Testing Coordinator 8/24/2021

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

* Professional Development provided on Mathematics Standards: District Math Coach and Testing Coordinator

* Provide structured support in creating lesson plans using Mathematic standards in 3-8; District Math Coach/Principal beginning 8.17.2021

* Weekly collaborative planning support reviewing tasks and Mathematics standards implemented in lessons; District Math Coach/Administration beginning 8.17.2021

* BEST standard focused walk throughs occur weekly to measure the proper implementation of standards Literacy Coach/Administration. 8.17.21

* Walk through provided for emerging instructor and conference time with instructor. District Mathematics Coach/Administration/Model Teacher
Follow up with emerging instructor with focused walk through. District Mathematics Coach/Administration beginning 9.7.2021

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

Review information on STAR & Data dashboard (Florida Wonders) to implement item analysis to focus on areas of need and strengths. District Math Coach, Administration, Testing Coordinator

Establish model classroom proper implementation B.E.S.T. District Math Coach/Administration 8.31.2021

Utilize model classrooms throughout to campus to model and work with emerging instructors in areas of need established by the formative (observations) and Summative (STAR & Florida Wonders) assessments as a means of support/coaching. Assist in culture of peer to peer assistance in place of management mandate approach from administration/coaches.

Information reviewed bi weekly (Florida Wonders) STAR beginning, middle and end of year by Coaches/Administration beginning 8.24.2021

Meet with individual teacher and coach and create an instructional plan to address the emerging areas established by observation data.

Start a monitoring and corrective cycle with the instructor.

Provide monitoring for the instructor on the first Tuesday after coaches/administration have reviewed data.

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based upon the 2020-2021 school data 41% of the 5th grade students achieved a level 3 on FSA ELA assessment. The goal is to have a minimum of 50% of the students achieve a level 3 or higher on the FSA assessment for grades 3 - 5 based on Florida statutes.
Measurable Outcome:	As a result of standards based instruction taught in ELA content area, at least 50% of the of the students in 5th grade will achieve a level 3 on the state reading assessment; Student learning will be monitored though grade level formative assessments and district progress monitoring tools.
Monitoring:	Instructional practices will be monitored and reviewed using instructional plans and target task alignment. Progress monitoring assessments will be evaluated with the instructional staff during PLCs.
Person responsible for monitoring outcome:	Chandra Johnson (chandra.johnson@polk-fl.net)
Evidence-based Strategy:	Florida Wonders Tier 2 and Tier 3 instructional materials - School based (K - 5) standards based in the areas of ELA/Reading elementary tier 2 students. Istation - District provided standards based in areas of reading for the tier 2 students. STAR - District provided standards based (baseline, mid year, final) in areas ELA/Reading
Rationale for Evidence-based Strategy:	STAR - District provided standards based (ELA/Reading and Mathematics) assessments monitoring the FSA success criteria for grades 3 - 5 students. Florida Wonders Tier 2 and Tier 3 instructional materials - School based (K - 5) standards based in the areas of ELA/Reading elementary tier 2 students. Istation - District provided standards based in areas of reading targeting student deficiencies. All data acquired will drive instruction.

Action Steps to Implement

Provide guidance on ELA/ Target Task Alignment for 5th grade during collaborative planning meetings. 10.11.2021

Monitor collaborative planning weekly reviewing ELA standards and target/task alignment with ELA standards; provide feedback and resources to ensure lessons are meeting the depth of each standard Literacy Coach, Administration, Testing Coordinator beginning 10.11.2021

Follow up will consist of at least 1 walk through in each class per week with coaching form focused on ELA target task alignment 2nd phase will consist of written or verbal feedback documented in Coaching logs. Literacy Coach and Administration beginning 10.11.2021

Person Responsible Danielle Hippeli (danielle.hippeli@polk-fl.net)

Information reviewed bi weekly by Coaches/Administration beginning 8.24.2021
Meet with individual teacher to coach and create an instructional plan to address the emerging areas established by observation data.
Provide monitoring for the instructor on bi-weekly basis after coaches/administration have reviewed data. 10.11.2021

Person Responsible Chandra Johnson (chandra.johnson@polk-fl.net)

Review data on STAR & Florida Wonders weekly assessments to implement item analysis to focus on areas of need and strengths. Literacy Coach, Administration, Testing Coordinator

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org/), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Jewett School of the Arts ranked 271 out of 313 combination schools in Florida. The average of 3 incidences per 100 students indicates a need to understand the causes for campus disruptions. Our school ranked 290 out of 313 combination schools with 3.02 violent incidences per 100 students. Utilizing the data, violent incidences and SESIR incidences are our areas of opportunity for growth. The longitudinal data indicates Jewett School of the Arts has improved in the are of suspensions by reducing the amount of suspensions over the past 5 years. In review of the comparison of discipline data with the state, school culture and climate has been identified as a school improvement goal to which we will support by; students with one or more suspensions: we will review disciplinary data during leadership team meetings to discuss the implementation of CHAMPS/PBIS data and provide the staff with strategies to effectively control and monitor discipline. Student support services teams will review the need for students to participate in the Drumbeat and mentoring programs. Student support services will assist in monitoring the implementation of CPI/CHAMPS/PBIS. Administration will review mentoring session data (meetings, topics discussed, follow up on behavior) for students that have displayed disciplinary issues from the previous year. Student support services team will also continue small group meetings with counselor and administrator to equip students with strategies on de-escalation techniques. Students with disciplinary issues will meet with assistant principal for a weekly reflection.

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.

We believe that everyday is a Great Day at JSA!

To establish a positive culture JSA supports the teacher by:

Peer selected Staff of the Week (SOW)
 Administrator selected Teacher of the Month
 Random dress down days (Jeans & Polo)
 Back to School Family Picnics
 Administration prepares breakfast and lunch throughout the year
 Staff luncheons (pot luck)
 Daily motivational emails
 Walk Through Shout outs via email/announcements
 VIP parking spots for staff members as a reward

To establish a positive culture JSA supports the students by:

Jaguar bucks are provided to students for positive acts while on campus
 Non Uniform Today (N.U.T.) passes are provided to students for dress down days
 Spirit Shirt Fridays
 Accelerated Reader/Imagine Math/Achieve 3000 are provided incentives when their goals has been met
 Student of the Week awards
 Student of the Month recognition with T shirt and picture posted on bulletin board
 Fine Arts Festival
 Pep Rallies
 PTA Assemblies (Honor Roll and Positive Behavior)
 Jeans day rewards
 Electronic Reward time during lunch periods (Middle School)
 8th grade outside lunch & electronics access
 Eat with a friend (elementary)

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Staff and students are responsible for upholding the promotion of a positive culture with their thoughts, words, and actions. Staff and students actions and conversations shape the perception of the school culture and environment. Our staff promote a positive culture by coming prepared to embrace, encourage, and develop our students into positive contributors to our community. Students promote positive culture on our campus when they come prepared to learn, participate, and engage in a positive environment. Parents are essential to JSA! Parents have a major contribution to the culture of our campus through their ability to donate their time and/or services via volunteering, ensuring their students come prepared, and by supporting our community. The community supports a positive culture and environment by their partnership with our staff and school, donating their time, goods, finances, and services to the needs of our school, as well as providing mentoring to our students.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00

4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00