

Polk County Public Schools

Jewett Middle Academy Magnet



2021-22 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: 6/1/2012

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
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* 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%)
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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Jewett Middle Academy Magnet

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jewettacademymagnet.com

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)
Middle School 6-8	Yes	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

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.

We at Jewett Middle Academy Magnet 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Moore, Jacquelyn	Principal	The school principal oversees the quality of instruction, professional development, school culture, communication with all stakeholders, school finances, and manages the day to day operations of the school.
Donhauser, Heather	Assistant Principal	The assistant principal shares the responsibility to oversee the quality of instruction, professional development, school culture, communication with all stakeholders, and manages the day to day operations of the school.
Jacobs, Paulette	Other	Middle Years Programme Coordinator ensures that the school is upholding the integrity of the IB world school standards. She offers professional development to teachers and spends time coaching them to make certain that they are implementing the MYP practices with fidelity. She also serves as a gifted teacher on campus and continually seeks way to challenge our students.
Donald, Alicia	Teacher, K-12	Math Department Chairperson - oversees the Math department. She is responsible for leading her department in data chats, modeling best practices, and acts as the liaison between her department and the administration.
Pascoa, Heather	Other	Assessment Coordinator is responsible for overseeing all schoolwide assessments. She assists with STAR assessments, district quarterly assessments, FSA testing, as well as proctoring for industry certification exams. She assists teachers with understanding data from progress monitoring exams. She also works with parents to teach them how to understand the assessment data.
Delk, Kimberly	Teacher, K-12	Science Department Chairperson - oversees the Science department. She is responsible for leading her department in data chats, modeling best practices, and acts as the liaison between her department and the administration.
Kendrick, Delphine	Instructional Media	Media Specialist assists teachers and students with gathering research, textbook check out, and media circulation. She also teaches students how to use the media center and access its resources.
Robinson, Laura	Teacher, ESE	ESE Inclusion teacher that offers input for the creation of students' IEPs. She then works with these students, parents, and teachers to provide the accommodations identified in their IEP.
Crawford, Anetra	School Counselor	School Counselor assists with scheduling students, meets with students to assess needs and provide resources to assist with academic, personal and social development.

Name	Position Title	Job Duties and Responsibilities
Leonard, Deldrick	School Counselor	School Counselor assists with scheduling students, meets with students to assess needs and provide resources to assist with academic, personal and social development.
Bland, Lesa	Teacher, ESE	Gifted teacher that continually seeks way to challenge our students. Design Department Chairperson - oversees the Design department. She is responsible for leading her department in data chats, modeling best practices, and acts as the liaison between her department and the administration.
Leonard, Cecilia	Teacher, K-12	Language Arts Department Chairperson - oversees the Language Arts department. She is responsible for leading her department in data chats, modeling best practices, and acts as the liaison between her department and the administration.
Santiago, Lourdes	Teacher, K-12	World Language Department Chairperson - oversees the World Language department. She is responsible for leading her department in data chats, modeling best practices, and acts as the liaison between her department and the administration.
Giles, Tia	Reading Coach	Reading Coach provides professional development for teachers regarding reading across the curriculum. She also delivers instructional support and pertinent materials for classrooms. She assists teachers with identifying struggling readers through progress monitoring data and aids teachers with lesson planning.

Demographic Information

Principal start date

Friday 6/1/2012, 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.*

1

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.*

4

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

536

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

1

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

5

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	0	0	0	0	0	0	181	174	181	0	0	0	0	536
Attendance below 90 percent	0	0	0	0	0	0	23	21	17	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	24	19	20	0	0	0	0	63
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	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	17	22	22	0	0	0	0	61
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	16	13	17	0	0	0	0	46
Number of students with a substantial reading deficiency	0	0	0	0	0	0	56	55	75	0	0	0	0	186

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	57	60	87	0	0	0	0	204

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	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/1/2021

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	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

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	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

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				60%	48%	54%	61%	46%	53%
ELA Learning Gains				55%	52%	54%	47%	47%	54%
ELA Lowest 25th Percentile				49%	48%	47%	39%	42%	47%
Math Achievement				63%	50%	58%	63%	49%	58%
Math Learning Gains				54%	50%	57%	55%	51%	57%
Math Lowest 25th Percentile				49%	48%	51%	55%	51%	51%
Science Achievement				43%	44%	51%	57%	47%	52%
Social Studies Achievement				89%	72%	72%	90%	86%	72%

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
06	2021					
	2019	59%	48%	11%	54%	5%
Cohort Comparison						
07	2021					
	2019	58%	42%	16%	52%	6%
Cohort Comparison		-59%				
08	2021					
	2019	62%	48%	14%	56%	6%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	57%	47%	10%	55%	2%
Cohort Comparison						
07	2021					
	2019	60%	39%	21%	54%	6%
Cohort Comparison		-57%				
08	2021					
	2019	44%	35%	9%	46%	-2%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	43%	41%	2%	48%	-5%
Cohort Comparison						

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	89%	70%	19%	71%	18%
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	95%	50%	45%	61%	34%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	53%	44%	57%	40%

Grade Level Data Review - Progress Monitoring Assessments

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

STAR Assessment Data and District Quarterly Progress Monitoring Assessments

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	48	54
	Economically Disadvantaged	49	42	45
	Students With Disabilities	15	18	31
	English Language Learners	44	38	47
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	62	59	51
	Economically Disadvantaged	56	51	38
	Students With Disabilities	55	25	15
	English Language Learners	57	56	35

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	56	52
	Economically Disadvantaged	43	48	40
	Students With Disabilities	14	0	0
	English Language Learners	50	38	24
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	56	54
	Economically Disadvantaged	35	46	49
	Students With Disabilities	0	0	0
	English Language Learners	27	38	44
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	72	53	69
	Economically Disadvantaged	68	51	65
	Students With Disabilities	33	33	33
	English Language Learners	72	52	68

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	48	49
	Economically Disadvantaged	33	34	36
	Students With Disabilities	43	43	43
	English Language Learners	0	25	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	69	70
	Economically Disadvantaged	34	66	61
	Students With Disabilities	20	71	29
	English Language Learners	14	63	38
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	74	53	53
	Economically Disadvantaged	71	50	48
	Students With Disabilities	29	43	14
	English Language Learners	75	53	52

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	15	35	32	7	15	17					
ELL	43	53	54	37	35	30		69			
ASN	84	58		74	26				62		
BLK	44	44	38	33	23	20	19	64	50		
HSP	54	54	47	46	31	32	34	68	52		
MUL	75	75		55	36						
WHT	60	48	25	50	32	36	51	66	69		
FRL	46	45	36	36	25	23	28	63	51		
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					

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
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		

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	22
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	10
Percent Tested	97%
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
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	61
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	37
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	45
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	60
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	49
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	37
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?

- Science progress monitoring scores declined.
- Large jump in the number of students having two or more Early Warning System indicators between the last two years. (69 to 204). This is due to the increase of students with one or more suspensions, an increase in student absenteeism, and an increase in the number of students with a substantial reading deficiency. This is happening across all grade levels.
- 6th grade Math students showed a decline in the STAR Scores. The SWD and ELL students showed the greatest decrease.

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

- Science Scores – All students.
- 6th grade Math STAR Data shows a decline across the board with the largest decline in our SWD subgroup.
- ELL students are not proficient in ELA and Math. This is the one subgroup on the ESSA Data Review that is below 41%. We are currently at 33% proficiency.

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

- The greatest factors that contribute to these needs are the necessity to implement progress monitoring, data chats, and MTSS throughout the year. Interventions were not put in place with fidelity. Implementation of these will address our academic concerns as well as our discipline and attendance too.
- The Science progress monitoring data from Q2 showed a need to incorporate Q1 material taught throughout the year. The decline in the Spring data reflects gaps in knowledge from 6th and 7th that needs to be remediated.
- The unique circumstances of the school year created a considerable classroom disconnect with those students and teachers being quarantined and those that participated in virtual learning.
- Holding face to face data PLCs on a regular basis will also address this need and hold teachers accountable for providing students with the required interventions.

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

- Math – the 2019 data shows that 57% of our 6th grade students were proficient. These same students are now 8th graders. The progress monitoring data shows improvement from the Fall test to the Spring STAR test.
- The progress monitoring data shows an increase in the 7th grade Math for our Economically

Disadvantaged students and the ELL students.

- ELA - the 2019 FSA data shows that 59% of our 6th grade students were proficient. These same students are now 8th graders. The progress monitoring data shows slight improvement from the Fall test to the Spring STAR test.

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

- Implementation of rigorous and differentiated instruction, goal setting, data chats, along with vertical planning across the grade level.

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

- Data chats and progress monitoring will be used to drive instruction to accelerate learning.
 - Student data chats and goal setting to monitor individual student achievement of goals.
 - Student led parent data chats.
 - Training will be provided for teachers that are new to the IB, Middle Years Programme.
- Implementation of Approaches to Learning (ATL) school wide.

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.

- Book study on Doug Lemov's book, "Teach Like a Champion 2.0". Teachers will be divided into collaborative teams to present a specific chapter on the book to the whole group.
- IB, Middle Years Programme training will be provided for teachers that are new to the school or to MYP. This is imperative with our reevaluation coming up in 2023.

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

- Teacher implementation of the "Champion in Training" student behavior accountability cards. This card will be used for minor behavior monitoring, to collect data, and reduce the number of referrals.
- MTSS meetings monthly to identify students from the Early Warning System and initiate a tiered approach of interventions.
- STAR Math/Reading, District Quarterly Assessment, and classroom formative assessment data will be analyzed to determine increased student achievement and gains. We will also analyze discipline data to determine if the implemented strategies are effectively meeting student needs. This will ensure sustainability of improvement.

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 differentiated Instruction to increase the achievement and learning gains for all subgroups. 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 6th grade SWD showed a decrease on the progress monitoring data from this year in Math. 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 2022 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 2022 ELA and Math FSA Assessments.

Monitoring:

The administration will be monitoring classrooms for effective teaching practices. Specifically looking for teachers to utilize small group instruction to support struggling learners. During common planning, once a month, an administrator will conduct a data chat "check in" with the teachers. This check in will focus on all students but specifically our focus subgroups.

Monthly data chats with administration, LEA and inclusion teachers to review assessment data from SWD, the remediation strategies for students who are not meeting proficiency, and monitoring District Quarterly, STAR and Formative Assessment Data for proficiency. The LEA will review student IEPs to ensure that the student need is aligned to the accommodations being provided.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

The teachers will complete a book study on the book, "Teach Like a Champion 2.0" by Doug Lemov. The teachers will be given opportunities in their professional learning communities to collaborate, share, and model effective instructional practices. The staff will also attend a professional development on Differentiated Instruction. The teachers will work with their department team to analyze and share common progress monitoring forms to record data from district, summative, and formative assessments. Teachers will review the data paying close attention to each subgroup. Teachers, with assistance from the assessment coordinator and reading coach, will use this data to plan lessons and differentiate instruction to meet the learning needs of all students. Each teacher will also hold data chats with all of their students.

Rationale for Evidence-based Strategy:

The book, "Teach like a Champion 2.0" 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. This will allow teachers to increase the tools in their toolbox to help impact student learning. Using progress monitoring tools, the teachers can hold data chats with students to help them to see how close they are to meeting their achievement goals. This can be a very motivating factor. The progress monitoring data that will be used to track progress is STAR testing, district

quarterly assessments, and 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 of not only the students in the subgroups, but all students.

Action Steps to Implement

Book study on Doug Lemov's book, "Teach Like a Champion". Teachers will be divided into collaborative teams to present specific chapters on the book to the whole group. Specific Attention given to Differentiated Instruction. August 4, 2021 - Introduce book and assign collaborative/presentation groups. September 13, 2021 - 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) to offer support and provide accommodations for students in inclusion classes. They will be working with the students on their reading, writing, math, communication skills, critical thinking, and test-taking strategies. Data chats with these instructors to review assessment data from students in these subgroups, remediation with students who are not meeting proficiency, and, monitoring District, STAR and Formative Assessment Data for proficiency.

Person Responsible Heather Donhauser (heather.donhauser@polk-fl.net)

Administrators, the assessment coordinator, and reading coach will attend department planning meetings. They will serve as a resource to offer assistance during planning. Data Chats and goal setting with students and their parents during Data Chat/Assessment Nights on State, District, and Classroom Assessments. Implemented by administration, the assessment coordinator, the school Leadership Team, and Lead Teachers.

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. Teachers will submit Data Chat Logs to administration.

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

#2. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: The school data showed an increase in the number of students that received more than one discipline referral as well as an increase in absences. Jewett Middle Academy Magnet strives to create a school environment and culture that creates a positive learning environment. Every child is entitled to an emotionally, intellectually, and physically safe environment in which learn.

Measurable Outcome: We will reduce the number of referrals and absenteeism by 10% compared to the previous school year.

Monitoring: The Dean of Students and administration will monitor discipline data monthly.

Person responsible for monitoring outcome: Heather Donhauser (heather.donhauser@polk-fl.net)

Evidence-based Strategy: Implementation of an MTSS team (Dean of Students, assistant principal, school counselor, mental health facilitator, school social worker, and teacher). The MTSS team will meet monthly to work together to review behavioral, academic and attendance data on students in order to determine if students are in need of Tier 2 or Tier 3 interventions. 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.

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. This will be reviewed by the MTSS team to determine if strategies are needed to improve student behavior

Action Steps to Implement

The MTSS team will work together to review behavioral, academic and attendance data on students in order to determine if students are in need of Tier 2 or Tier 3 interventions. 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.

Person Responsible: Heather Donhauser (heather.donhauser@polk-fl.net)

Support teachers with 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.

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

Implement the "Champion in Training Card" to monitor minor discipline issues and positive behavior choices. This card will provide accountability for the students. A behavior team will be assembled to brainstorm ideas for student rewards.

Person Responsible: Heather Donhauser (heather.donhauser@polk-fl.net)

No description entered

Person Responsible: [no one identified]

#3. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:	Professional development for 30 new staff members to be trained in Middle Years Programme concepts. Jewett Middle Academy Magnet will be going through IB, World School re-evaluation in 2023.
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Measurable Outcome:	50% of new teachers will attend MYP training.
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Monitoring:	Classroom walk-throughs to monitor the implementation of approaches to learning, common assessments, and teaching and learning in context.
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Person responsible for monitoring outcome:	Jacquelyn Moore (jacquelyn.moore@polk-fl.net)
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Evidence-based Strategy:	Send teachers that are new to MYP to an International Baccalaureate (IB) professional development (PD) workshop.
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Rationale for Evidence-based Strategy:	IB professional development sessions are "designed to engage educators and leaders in rich learning experiences and challenging ideas about the IB's mission."
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Action Steps to Implement

Send 15 teachers to a Category 1 professional development training that focuses on IB philosophy and implementation.

Person Responsible	[no one identified]
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Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.floridacims.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.

Our school was not listed on this site; however, our school data showed an increase in the number of students that received more than one discipline referrals. Implementation of an MTSS team to review behavioral and discipline data in order to determine if students are in need of Tier 2 or Tier 3 interventions. The team will identify the areas for concern, 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.

Our goal at Jewett Middle Academy Magnet is for our parents, students and all stakeholders 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. Parents learn about the mission of the school, as well as our Middle Years Programme, and what it means to be a Champion. "Champions in Training" cards set the tone for student accountability. The cards address students' responsibilities on campus and celebrate positive accomplishments. Our school staff is high involved in every aspect of Jewett Middle Academy Magnet. Our principal has always placed an emphasis on building relationships between the school and home. Communication is the key. Parents may 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. During our Parent Data Day activity, the parents and students meet with the assessment coordinator, the school counselors, ESE facilitators, and administrators to discuss academic progress and any areas of need. This serves to start the conversation on how the parent can assist at home. The students set their own goals. These goals are reviewed to chart their progress at the next meeting. 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. We also celebrate all world cultures as part of our Middle Years Programme, IB World School. Our World Culture Day Event serves to celebrate and educate all stakeholders on various cultures and represents the diversity on our campus and in our community. 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. 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 works with the high schools in our feeder plan to allow students the opportunity to learn more about their individual programs and academies. School counselors from these high schools visit JMAM to register them for classes. Our school 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.

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

Students - Actively engaged in learning and demonstrating positive behaviors. Exhibiting mindful and intentional respect for all cultures.

Staff - Model expectations for a positive school culture.

Parents, community members, and business partners support students and staff by actively participating in the SAC committee. They volunteer their time to support the school in various ways (i.e.- world culture day, picture day, community service project mentors, etc.) These same people partner with the school to improve the campus aesthetic by supplying plants and man power for replanting projects.

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: Early Warning Systems	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
Total:			\$0.00