Jewett Middle Academy Magnet

2022-23 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: 6/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2021-22 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	2021-22: C (52%) 2018-19: B (60%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	86%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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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 opportunties for our students to use technology to enhance all areas of academics, as well as the social responsibilities of using technology in a global society.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Williams, Leon	Principal	School instructional leader progress monitoring data school goals.
Dailey, Kanika	Assistant Principal	School instructional leader progress monitoring data school goals.
Crawford, Anetra	School Counselor	Student schedules, monitoring course credits, responsible for MTSS and social emotional growth of students.
Leonard, Deldrick	School Counselor	Student schedules, monitoring course credits, responsible for MTSS and social emotional growth of students.
Giles, Tia	Reading Coach	Responsible for coaching teachers in instructional strategies and coordinating MTSS
Kendrick, Delphine	Instructional Media	Responsible for promoting literacy and accelerated reader
Delk, Kimberly	Teacher, K-12	Science Department Chair
Donald, Alicia	Teacher, K-12	Math Department Chair
Carpenter-Flood, Diane	Teacher, ESE	
Bland, Lesa	Teacher, ESE	Gifted Teacher
Santiago, Lourdes	Teacher, K-12	World Languages Department Chair
Lippett, D'Trice	Teacher, K-12	ELA Department Chair

Demographic Information

Principal start date
Wednesday 6/1/2022, Leon Williams

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2022 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.*
11

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

596

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	208	191	197	0	0	0	0	596
Attendance below 90 percent	0	0	0	0	0	0	28	33	34	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	12	43	35	0	0	0	0	90
Course failure in ELA	0	0	0	0	0	0	13	11	8	0	0	0	0	32
Course failure in Math	0	0	0	0	0	0	12	2	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	32	40	2	0	0	0	0	74
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	36	51	1	0	0	0	0	88
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	4	7	0	0	0	0	11
51	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	59	60	54	0	0	0	0	173

Using current year data, complete the table below with the number of students identified as being "retained.":

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	3	0	0	0	0	3
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

Monday 8/15/2022

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	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	

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	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	
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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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	40%	50%				60%	48%	54%
ELA Learning Gains	48%						55%	52%	54%
ELA Lowest 25th Percentile	39%						49%	48%	47%
Math Achievement	42%	34%	36%				63%	50%	58%
Math Learning Gains	43%						54%	50%	57%
Math Lowest 25th Percentile	48%						49%	48%	51%
Science Achievement	49%	40%	53%				43%	44%	51%
Social Studies Achievement	79%	49%	58%				89%	72%	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	2022					
	2019	59%	48%	11%	54%	5%
Cohort Comparison						
07	2022					
	2019	58%	42%	16%	52%	6%
Cohort Comparison		-59%				
08	2022					
	2019	62%	48%	14%	56%	6%
Cohort Comparison		-58%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	57%	47%	10%	55%	2%
Cohort Comparison						
07	2022					
	2019	60%	39%	21%	54%	6%
Cohort Comparison		-57%				
08	2022					
	2019	44%	35%	9%	46%	-2%
Cohort Comparison		-60%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	43%	41%	2%	48%	-5%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	70%	19%	71%	18%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	50%	45%	61%	34%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	53%	44%	57%	40%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	14	27	26	8	26	31		36			
ELL	30	43	36	28	36	40	29	62			
ASN	88	63		69	50						
BLK	54	51	42	35	46	43	42	68	64		
HSP	50	47	33	39	41	51	57	88	61		
MUL	60	40		50	30						
WHT	59	45	41	48	43	59	45	77	68		
FRL	48	46	40	33	41	47	41	74	46		
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			

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
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					
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	522
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ESSA data shows that SWD is at 24% and ELL is at 40%. ELL data has shown a 3 year year of below 41%. At grade level it shows the math achievement for 7th grade was 28% proficiency in 2021 and 37% proficiency in 2022. ELA achievement level was a 56% and math achievement was only at 42%. Science achievement data is at a 3 year high at 49%. Civics achievement data is above district and state at 79%

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Math data components, specifically 7th grade proficiency was at 37% this year and 8th grade proficiency for students who were not enrolled in a high school class was at 17%. Proficiency for SWD using STAR data shows that students were at 15% in math and 14% in ELA.

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

Standards-based instruction was not consistent across all classrooms. One contributing factor was attendance and loss of instructional time. 95 students showed attendance below 90% and 90 students showed that they had 1 or more suspensions. New actions that will be taken include: Weekly PLCs to develop lessons for standard-based instruction which lead to task that creates an equivalent experience for all students and high effect strategies that will improve student outcomes. School-based and district support personnel will help improve student attendance. MTSS for behavior, attendance and academics will be done with fidelity. An institution of PBIS to decrease out of school suspensions.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Data that showed the most improvement based off progress monitoring and 2022 state assessments was Civics that went from 66% proficiency to 79% in 2022. Science proficiency went from 37% to 49% giving Jewett a 3 year high.

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

The Science and Social Studies department attended weekly PLCs and collaboratively planned together. Lessons were designed based on standard-based instruction, test item specs and and increased engagement to provide an equivalent learning experience. Remediation was provided to students who did not show mastery on district assessments. Teachers accelerated learning by modeling for teachers on how to tier tasks for students who met the standard and students who required additional remediation

to support the learning. Teachers showed exemplary work samples with rubrics. Teachers increased progress monitoring data inform instruction and shared best practices during PLC's. Student also set goals and self-assess.

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

Teachers will accelerate the learning of students by modeling how to tier tasks for students who met the standard and students who required additional remediation to support. Progress monitoring data will be used to inform instruction and share best practices during PLC's and collaborative planning. Student will set goals and self-assess.

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.

Professional learning on how to tier task and differentiate especially focusing on extending the learning for those who have met the standard. Professional development will be provided on the Learning Arc to identify the specific task for leaning benchmarks. Professional development on social emotional learning and PBIS.

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

Ongoing training on BEST Standards in ELA and Math. Support and mentorship for new and developing teachers to increase retention. Analyze data to determine the viability of academic programs and initiatives. Incorporate GAP analysis. Use of action planning. Develop a strong MTSS process with a team approach.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Positive Behavior System	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Jewett Middle Academy will create a positive culture and environment by promoting a Positive Behavior System (PBIS), Social Emotional Learning, and Trauma Informed Care. The 21-22 discipline data showed that 122 students or 22% received one or more suspensions and there were 384 referrals.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Jewett Middle Academy will decrease the number of referrals and the number of students with 1 or more suspensions by one-third and the number of referrals by one-third.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The MTSS team will graph and categorize behavior and data by teacher, grade level, gender, and sub-group. The team or teacher can recommend students for Tier 2 or Tier 3 intervention based on supporting data. The team will look for trends, so there can be adjustment to the behavior plan. The team will identify the areas for concern related to behavior, develop an Action Plan, monitor for fidelity, and celebrate successes for both students and staff.
Person responsible for monitoring outcome:	Kanika Dailey (kanika.dailey@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement a Positive Behavior System where positive behaviors are recognized and rewarded. Teacher will track positive behavior and reward students to Champs Points. These points will be converted to Champs cash, which student can use to buy items at the PBIS store, classroom treasure chest, or the monthly PBIS reward celebration. The three areas to earn points are Respectful (positive behavior and treatment of others), Responsible (on time, completing tasks), Ready to Learn (materials ready, on task).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We are proactively improving school climate and culture; as positive behavior and culture is linked 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 system (RTI:B) to collect data on behavior. This will be review by the MTSS team to determine if strategies are needed to improve student behavior.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The MTSS team will meet monitoring to review data on Tier 2/3 students and develop intervention strategies and Action Plan.

Person Responsible   Tia Giles (tia.giles@polk-fl.net)

Train teachers on how to flip the narrative to a focus on recognizing positive behavior, instead of punishes negative behaviors. Train teachers on the PBIS process.

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

Work on creating a more positive culture with staff through Team Building, Staff Recognitions, and sharing best practices related to positive behavior.

Person Responsible   Anetra Crawford (anetra.crawford@polk-fl.net)

Train teachers on restorative practices, trauma informed care, and calming areas for students.

Person Responsible   Roseanna Jackson-Herndon (roseanna.jacksonhern@polk-fl.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Jewett Middle Academy will focus on aligning classroom tasks to the state standards to prepare students to be able to solve and answer state aligned test items will proficiency. Students should receive an equivalent experience in the classroom similar to the level of questions and problems they would receive on state assessment. Math proficiency was at 42%, well below historical performance at the school. Math data components, specifically 7th grade proficiency was at 37% this year and 8th grade proficiency for students who were not enrolled in a high school class was at 17%. Over the last three years, there has been an decrease in math proficiency with the same cohort from 6th, 7th, & 8th grade.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Jewett Middle Academy will increase overall math proficiency to 55% or higher. Math proficiency for each grade level will increase by 5% or more. There will be a 5% or higher increase in proficiency for students in Algebra 1 & Geometry.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring data will be analyzed from district assessment to ensure that subject area planning is carried out with fidelity and this translates to highly effective core instruction and the mastery of benchmarks by students.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Monitor that students are getting an equivalent experience in the math classroom using the Walkthrough Tool. 2. Teachers will be engaged in standards-based planning using the Learning Arc Framework. .

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

There is a relationship between academic success and insuring that students are able to engage in grade level standards-based expectations. Monitor teacher planning and core classroom instruction to ensure that teacher understand the Benchmarks and that assessments and tasks are aligned to the Benchmarks.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Training teachers to become experts in the Benchmarks. Teachers will be engaged in standards-based planning using the Learning Arc Framework.

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

Use of standards based formative and summative assessments to drive instruction. Teacher will bring pre-assessment and post-assessment data to P.L.C.'s. Data will be posted in the data room. They will work as a team to analyze the data and compile a list of the most critical standards for reteach and remediation. GAPS Analysis.

Person Responsible	Alicia Donald (alicia.donald@polk-fl.net)

Provide struggling learners with necessary scaffolds and supports and appropriately challenge students who are on grade level in order to accelerate every student. Train teachers on the most effective Tier 2/ Tier 3 support and how to extend the learning for those who are already on grade level.

Person Responsible	Tia Giles (tia.giles@polk-fl.net)

Provide training and support for the use of CER's (Claim, Evidence, & Reasoning) in Math.

Person Responsible	Alicia Donald (alicia.donald@polk-fl.net)

Students will analyze their individual data and set goals periodically throughout the year. The students will also perform GAPS analysis and determine the benchmarks and objectives they missed the most. They will then perform task to become proficient in the most critical standards.

Person Responsible	Heather Pascoa (heather.pascoa@polk-fl.net)

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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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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Describe how the school addresses building a positive school culture and environment.

Our goal at Jewett Middle Academy Magnet is for parents, students, and all stakeholders to experience meaningful opportunities to contribute to the school climate and culture, and ultimately develop a strong relationship with our staff and students. We institute team building activities with the staff through the year. The Sunshine committee strives to boost morale through teacher incentives, celebrations, and social/ emotional support. We will establish a mentor program for new and novice teachers to increase retention. The school will celebrate personal achievement among staff through "shout outs" on the intercom, social media, or staff newsletter. We will establish a PBIS program where the teachers learn a new way to encourage positive behavior. Instead of threatening punishment to encourage positive behavior, teacher encourage positive behavior by recognizing and rewarding students for positive acts. Teachers are trained in the use of Trauma-Informed Care. Calming Areas are established where students can take a social/ emotional break or seek help from an adult on campus. The teachers will do a book study on "Restorative Practices". The leadership team works collaboratively to develop staff norms that will encourage a positive school culture and environment. The leadership team will model expected behaviors and engage students in showing positive behavior towards others. Establish "Student of the Month" rewards to recognize students for positive behavior and academic success. Having a positive school culture that impacts the attitude of students and teachers. Involve stakeholders and increasing positive relationships between school and community. Clear and open communication to families. All students at an MYP-IB (Middle Years Programme) participate in community service. The eighth grade students have to create their on "personal community service project". Students come up with the idea, gather resources, and seek help from community members.

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

Hosting monthly SAC meetings to help community members get involved in academic and social-emotional initiatives to support students. The School Advisory Council meets monthly. The council mirrors the racial and economic make-up of the school. There is a monthly PTA meeting where parents/guardians meet to support students, faculty, and the school community. Implement a mentoring program where community members mentor our students. Jewett Middle Academy created a Facebook page to showcase the culture of the school and develop a positive school culture. Increase positive communication through the use of Facebook, school website, and school messenger. Parent Education Nights teach parents about our MYP (Middle Years Programme) for IB. This year we will be a 1 to 1 school, meaning that there will be a device for every student. There will be a parent education night where parents learn how their child can use the computer at home to extend and accelerate their learning. The Great American Teach-In to provide students with ideas about career opportunities and how a quality education and setting goals positively relates to their future career. During our Student-Led Assessment Nights, the parents and students meet with the assessment coordinator, school counselors, ESE facilitators, and administrators to discuss academic progress and areas of academic need. This serves to start the conversation on how the parents

can assist their child academically at home. Students set their own goals. These goals are reviewed to chart their progress on the state benchmarks and academic growth between assessments. We celebrate all world cultures as part of the 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. 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. The Jewett Middle Academy counselors hold a high school transition meeting with the fall and spring, so parents will know about high school credit classes and how they affect their GPA. Parents and students also learn about dual enrollment classes, AP classes, and career technical certifications. School counselors from these high schools visit Jewett Middle Academy 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.