

Polk County Public Schools

Jewett Middle Academy Magnet School



2023-24

Schoolwide Improvement Plan (SIP)

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Jewett Middle Academy Magnet

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Williams, Leon	Principal	The essential focus of the school principal is being the instructional leader. Effective planning is a focus point, with monitoring implementation of B.E.S.T. Standards and serve as a coach for teachers and students to increase the overall level of proficiency of all students. The role of the principal will include strategic scheduling and facilitating bi-weekly meetings, assigning roles, monitoring the implementation of initiatives identified by the leadership team with timely feedback.
Dailey, Kanika	Assistant Principal	The Assistant Principal will function as an instructional leader who continuously monitors grade level and subject level data via progress monitoring tools such as: Quarterlies, STAR, and FAST. In addition, the Assistant Principal will assist the principal with weekly School-Based Leadership Team meetings. They will monitor monthly and quarterly discipline and the implementation of PBIS schoolwide to decrease the number of major discipline referrals and out-of-school suspensions. The Assistant Principal will monitor student and staff data to assist in the decision-making process based on the academic needs, instructional practices, student and parent engagement, and discipline.
Crawford, Anetra	School Counselor	Student schedules, monitoring course credits, responsible for MTSS and social emotional growth of students. The school counselor will work with social and emotional goals with students, along with strategies to implement goals. In addition, the school counselor will coordinate with parents and all stakeholders to provide resources and strategies to help students meet grade-level expectations.
Leonard, Deldrick	School Counselor	Student schedules, monitoring course credits, responsible for MTSS and social emotional growth. Student schedules, monitoring course credits, responsible for MTSS and social emotional growth of students. The school counselor will work with social and emotional goals with students, along with strategies to implement goals. In addition, the school counselor will coordinate with parents and all stakeholders to provide resources and strategies to help students meet grade-level expectations.
Giles, Tia	Instructional Coach	Responsible for coaching teachers in instructional strategies, coordinating PLC's and MTSS. The instructional coach will work with teachers by providing resources, providing input during collaborative planning, reviewing data, and assisting with the use of the Learning Arc Framework for planning. They will also work with the identified teachers through the coaching cycle. The coach will collect data to share with the school-based leadership team to help guide decision making to assist with the alignment of task to standards and ensure all students have equivalent learning experiences.
Kendrick, Delphine	Instructional Media	Responsible for promoting literacy and accelerated reader.

Name	Position Title	Job Duties and Responsibilities
Donald, Alicia	Teacher, K-12	Math department chair
Carpenter-Flood, Diane	Teacher, ESE	Development of IEP and ESE classroom support
	Teacher, ESE	Gifted Teacher
Santiago, Lourdes	Teacher, K-12	World Language Department Chair
Lippett, D'Trice	Teacher, K-12	ELA Department Chair

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Everyone involved in and around the school is responsible for promoting a positive culture and environment. We will have teacher, students, and parents participating in the survey of our culture and ways in which it could improve. The School Advisory Council (SAC) Parent Advisory Council is a school-based group intended to represent the school, the community, and those persons closest to the students. The group shares responsibility for guiding the school toward continuous improvement. Both students, parents, and teachers were involved in a question and answer session where we gained input on concerns for improvements. Time after time, a major focus for the community was on Positive Culture and making sure that students feel comfortable in their school environment. It is important that the students wake up everyday and want to come to school.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

As part of implementation and decision making, we will use different ways to examine whether interventions are having the intended results. Performance monitoring involves tracking data about an intervention to see how performance compares to identified targets and goals. Rigorous evaluations measure the effectiveness of an intervention, answering questions about the impact of a specific intervention on relevant outcomes. We will monitor the effectiveness of the school improvement plan in stages: Creating checkpoints, ensuring fidelity of implementation, creating new tasks, adjusting the goals, identify points of progress, evaluate the plan, and create a report. One way we will monitor on a weekly basis is for teachers to give formative assessment weekly on the benchmarks and standards. The teachers will bring the data to each PLC. At the PLC, we will be able to analyze the level of proficiency for each child and develop a remediation or extended learning plan for each student.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	65%
2022-23 Economically Disadvantaged (FRL) Rate	86%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	38	42	40	120	
One or more suspensions	0	0	0	0	0	0	24	35	21	80	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	11	24	18	53	
Course failure in Math	0	0	0	0	0	0	10	19	10	39	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	52	48	103	
Level 1 on statewide Math assessment	0	0	0	0	0	0	35	53	47	135	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	34	25	25	84	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	61	50	39	150

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	12	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	28	33	34	95	
One or more suspensions	0	0	0	0	0	0	12	43	35	90	
Course failure in ELA	0	0	0	0	0	0	13	11	8	32	
Course failure in Math	0	0	0	0	0	0	12	2	0	14	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	32	40	2	74	
Level 1 on statewide Math assessment	0	0	0	0	0	0	36	51	1	88	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	4	7	11	
51	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	59	60	54	173

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	3	3
Students retained two or more times	0	0	0	0	0	0	0	1	0	1

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	38	42	40	120	
One or more suspensions	0	0	0	0	0	0	24	35	21	80	
Course failure in ELA	0	0	0	0	0	0	13	11	8	32	
Course failure in Math	0	0	0	0	0	0	12	2	0	14	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	32	40	2	74	
Level 1 on statewide Math assessment	0	0	0	0	0	0	36	51	1	88	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	34	25	25	84	
51	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	61	50	39	150

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	3	3
Students retained two or more times	0	0	0	0	0	0	0	1	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50	36	49	56	40	50	55		
ELA Learning Gains				48			50		
ELA Lowest 25th Percentile				39			37		
Math Achievement*	45	40	56	42	34	36	45		
Math Learning Gains				43			29		
Math Lowest 25th Percentile				48			29		
Science Achievement*	38	34	49	49	40	53	39		
Social Studies Achievement*	76	66	68	79	49	58	66		
Middle School Acceleration	77	70	73	63	46	49	59		
Graduation Rate					36	49			
College and Career Acceleration					66	70			
ELP Progress	20	31	40	55	68	76	22		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	6

2021-22 ESSA Federal Index

Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	522
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	2	2
ELL	33	Yes	4	
AMI				
ASN	78			
BLK	48			
HSP	49			
MUL	47			
PAC				
WHT	63			
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	1	1
ELL	40	Yes	3	
AMI				
ASN	68			
BLK	49			
HSP	52			
MUL	45			
PAC				
WHT	54			
FRL	46			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	50			45			38	76	77			20
SWD	29			16			8	33			4	
ELL	33			33			17	64			5	20
AMI												
ASN	75			80							2	
BLK	46			33			26	71	62		5	
HSP	44			43			35	78	76		6	18
MUL	53			41							2	
PAC												
WHT	58			55			46	75	81		5	
FRL	42			36			27	71	68		6	25

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	56	48	39	42	43	48	49	79	63			55
SWD	14	27	26	8	26	31		36				
ELL	30	43	36	28	36	40	29	62				55
AMI												
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			56
MUL	60	40		50	30							
PAC												
WHT	59	45	41	48	43	59	45	77	68			
FRL	48	46	40	33	41	47	41	74	46			47

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	55	50	37	45	29	29	39	66	59			22
SWD	15	35	32	7	15	17						
ELL	43	53	54	37	35	30		69				22
AMI												
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			27
MUL	75	75		55	36							
PAC												
WHT	60	48	25	50	32	36	51	66	69			
FRL	46	45	36	36	25	23	28	63	51			14

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	48%	36%	12%	47%	1%
08	2023 - Spring	49%	39%	10%	47%	2%
06	2023 - Spring	48%	35%	13%	47%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	39%	38%	1%	54%	-15%
07	2023 - Spring	31%	35%	-4%	48%	-17%
08	2023 - Spring	53%	42%	11%	55%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	38%	33%	5%	44%	-6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	37%	52%	50%	39%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	37%	54%	48%	43%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	65%	11%	66%	10%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ESSA data shows that SWD performance is at 24% and ELL is at 40%, which is below the Federal Index of 41%. Also, 7th grade student earned a total of 31% proficiency in math. Some contributing factors that led to the performance level for SWD was the type of support given by the SWD teacher. The teacher was in the classroom, but acting more as an assistant to the general education teacher. She was helping with larger groups, but needs to pull more small groups. A contributing factor to the low performance in 7th grade math dealt with the classroom management in the 7th grade class. The teacher knew the math concepts, but allowed student to talk over the instruction. The student missed some of the math concepts due to lack of classroom management.

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

The component that showed the greatest decline between 2022 & 2023 was Science proficiency. Science proficiency decreased from 49% in 2022 to 39% in 2023 for a total of eleven points. One factor that led to a decline was the science vacancy for half the school year. For the first semester, the class was taught by various substitute teachers, then a displaced teacher from another subject taught the science class for the second half of the year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data that had the greatest gap when compared to the state was 6th and 7th grade math. 6th grade math prof. was 39% compared to 54% for the state. 7th grade math prof. was 31% compared to 48% for the state. One factor that was mentioned before dealt with the 7th grade math teacher whose difficulties with classroom management interfered with math instruction. Another factor that contributed was the large number of students who were below proficiency coming to our school in 6th grade and trying to find the best strategies to meet their math learning needs between their regular math class and remedial math.

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

The data component that showed the most improvement between 2022 and 2023 were the proficiency scores in Algebra and Geometry. The Algebra scores increased from 59% in 2022 to 89% in 2023 and the Geometry scores increased from 67% in 2022 to 89% in 2023. New actions that we took in this area was to hold boot camps for Geometry and Algebra students when the other students were testing. Instead of cancelling the class and just holding the students in the gym, we took advantage of the time to have a math boot camp for the students. We improve instructional strategies in the classroom by improving progress monitoring and checks for understanding. We used the Learning Arc, especially making sure the students had the equivalent experience reflecting what they would get on state testing.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two areas of concern are that most of the high discipline referral numbers are coming from the same students. We need improve our MTSS process as it relate to behavior and strengthen our PBIS Program. We need to be proactive and promote the positive, so the students want to behave. Another area of concern is the number of students with failing grades in their academic classroom. It is sometimes difficult to motivate the student to complete their work. Some students know they are able to complete grade recovery if they fail, so they don't make completing their work a priority. We need to make a connection between the work and understanding what the benchmark/standards are wanting students to do and understand.

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

1. Improving the Learning Arc progress and giving students an equivalent experience.
2. Promoting verbal literacy and writing across the curriculum.
3. Improving our International Baccalaureate program
4. Progress Monitoring and Checks for Understanding in the classroom.
5. Providing low-tech engagement activities to balance out the use of computers/technology,
6. Small group Interventions

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 22-23 discipline data showed that 80 students received one or more referrals during the 22-23 school.

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 students with one or more suspensions by one-third for the 22-23 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will use the PBIS Rewards Program and be proactive in promoting positive behavior. The students will receive up to 3 points per class period per day for positive behavior. The PBIS Areas of Focus for Jewett Middle Academy are Respect, Responsibility, and Ready to Learn. Students can earn one point for each Area of Focus. Teachers will monitor the points using the PBIS Rewards Program.

The MTSS team will graph and categorize behavior and data by teacher, grade level, gender, and subgroup. 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Using the data from the PBIS Rewards Program, students will be awarded each week in the classrooms by the teacher based on their positive behavior points. The students who earn the minimum number of PBIS points will be able to attend the PBIS Rewards Celebration at the end of each month.

SWD and ELL were ESSA subgroups of that fell below 41% Federal Index. Beside the weekly teacher rewards and monthly school rewards, these students will have more frequent targeted rewards to encourage positive behavior. Positive behavior is related to better classroom performance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 both a minor infraction card "Champion in Training" card to track minor behaviors and the PBIS Rewards system to track positive behavior. This will be reviewed by the MTSS team to determine the intervention strategies that are needed to improve the behavior of identified Tier 2/3 students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 hold monthly meeting to to review data on Tier 2/3 students and develop intervention strategies and an Action Plan for each individual students in need of behavior management strategies and additional behavior supports.

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

By When: The data will be reviewed monthly starting in August with the final review in April before Spring Test

Train teachers on how to use the PBIS Rewards System. Students can receive up to 3 points per day for class by showing positive behavior in the PBIS Areas of Focus: Respect, Responsibility, and Ready to Learn. Students can receive weekly rewards from teachers and month school reward (PBIS Celebration)

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

By When: By March of 2024

Minor Infractions will be tracked using the "Champions in Training Card". The teachers receive a list of classroom behavior management strategies. One the teacher has gone through the Teacher-Managed steps, then the students are sent to the Behavior Interventionist, School Counselors, then Administrations for progressive interventions and/or discipline.

Person Responsible: Kanika Dailey (kanika.dailey@polk-fl.net)

By When: Monthly through the spring of 2024

School will implement restorative practices, trauma-informed care, and calming areas. The goal is to flip the coin on punishment and try to use interventions strategies instead. This starts with training the teacher on restorative practices, trauma-informed care, and how to implement calming area.

Person Responsible: Diane Carpenter-Flood (dianne.carpenterfloo@polk-fl.net)

By When: Quarterly with the final training being in March before testing.

Building a positive culture among staff by celebrating successes and recognizing staff for accomplishment. We will recognize and celebrate staff at each staff meeting. Other staff members can honor a staff members for being collaborative or helping a colleague.

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

By When: Monthly recognition with final recognition for positive in April before testing.

Quarterly Goal setting, data chats, and action plan development with students falling below the 41% Federal Index. The ESSA subgroups are SWD and ELL. These are student led conferences guided by the students. The students will take ownership.

Person Responsible: Diane Carpenter-Flood (dianne.carpenterfloo@polk-fl.net)

By When: At the end of each quarter with the final being in April before May testing.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 with proficiency. Students should receive an equivalent experience in the classroom similar to the level of questions and problems they would receive on state assessments. 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.

The data that had the greatest gap when compared to the state was 6th and 7th grade math. 6th grade math prof. was 39% compared to 54% for the state. 7th grade math prof. was 31% compared to 48% for the state. The goal is to meet the state average for each grade level in math.

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:

Kanika Dailey (kanika.dailey@polk-fl.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. Intervention specific to identified ESSA subgroups data analysis (math data), goal setting, and action steps for improvement. SWD and ELL students were the two identified subgroups that fell below the 41% federal index.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Bi-weekly meetings and training related to Learning ARc.

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)

By When: By the last week of each month.

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)

By When: Monthly.

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

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

By When: Quarterly.

SWD and ELL fell below the Federal Index of 41%. Students with Disabilities and English Language Learners 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: Tia Giles (tia.giles@polk-fl.net)

By When: Monthly

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase Math and ELA achievement and learning gains for SWD and ELL students. These are the two subgroups who fell below the 41% federal index. SWD had a federal index at 24 and ELL students have a federal index of 40.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on the 21-22 school year data, the SWD reading proficiency was 14% and math was 8%. ELL proficiency rates were 30% for reading and 28% for math. The measurable outcome/goal would be for the proficiency rate to increase to 30% or higher for reading proficiency and math proficiency for SWD and the proficiency rate to increase to 35% or higher for ELL students.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Assessment data for SWD and ELL students will be reviewed by instructional coach and administration. There will also be an observation of small group interventions for SWD and ELL student.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- Small Group Intervention targeting most critical benchmarks/most missed benchmarks for each student.
- Goal Setting and Action Planning with each student based on assessment data.
- Standards Based Walkthroughs

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By moving students into small group based on assessment data, the staff members can target more individual students needs. Goal Setting and Action Planning helps students take ownership of their own learning, instead of something deciding for them.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Goal setting and action planning with each SWD and ELL student based on assessment data. Conference are student led.

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

By When: Quarterly, end in April before testing.

Teachers will set-up small group interventions in the classroom for SWD and ELL students Teachers will have training on forming small intervention groups and the best strategies to assist the students. Incorporate the Ellevation Curriculum.

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

By When: By October each class will be implementing small groups.

Celebrate students successes of meeting goals though rewards and recognitions.

Person Responsible: Diane Carpenter-Flood (dianne.carpenterfloo@polk-fl.net)

By When: Quarterly, staring in October and ending in April.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

- * Title I/UniSIG Comprehensive Needs Assessment (CNA)
- * Data Com
- * Summer Leadership Academy/Retreat
- * School Improvement Plan Meetings/Trainings
- * PURE Process
- * Regional and Office of School Transformation review SIP plans

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The school webpage where the SIP is made publicly available is jewettacademymagnet.com. Besides English, the SIP will be translated into Spanish and Haiti-Creole. We will have at least three parent nights where we will share the SIP and progress made towards goals. The Parent Engagement Plan and Compact will also be shared at our Parent Nights. The first Title 1 Parent Night will be on October 5th. The SIP and Title 1 information will be shared with School Advisory Council members at each meetings. There are ten meetings that are held each year. The Council will have to opportunity to ask questions and give feedback. SIP and Title 1 information will also be shared on our School's Facebook Page.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school webpage is located at jewettacademymagnet.com. We will hold at least three parent nights. Besides sharing the SIP at the parent night, we will have engagement activities that involve families, staff, and students. The purpose is to build relationships. We will have month School Advisory Council meeting where members get to learn about the school program, ask questions, and give input. We will give the SAC members a tour of some of the classroom in action with student activities. The administration and teachers will serve on the PTA, which meets monthly. We will hold education nights where parents will learn how to protect their children on social media. We will also have two nights during the year where eighth parents will learn about options for high school. There will have Student-Led Portfolio conferences that are scheduled all day where parents will come to the school and meet with a staff member and their child to learn about his/her progress and to do goal setting. The parents will also will give resources to use with their child at home.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The teachers will be trained on the Learning Arc and how to ensure that students are getting an equivalent experience as to what they would experience on state testing. Students have the opportunity to participate in accelerated and high school credit classes. The students have the opportunity to take up to eight high school credit classes in middle school. We have seven enrichments classes like Environmental Symposium, Odyssey of the Mind, and Aerospace. There is tutoring offered for all students after school.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

We have career/technical classes where students can earn industry certification in Adobe and Microsoft software. We are in International Baccalaureate Program where student learn about community service and being a productive citizen. Administration attended the Summer Leadership Activity where administrators had a chance to learn about the most affective teaching strategies to use in the classroom.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Student are able to come to Student Services and meet with a school counselor about academic, personal, or social emotional issues, The school counselors work in partnership with the mental health counselor, social worker, and school psychologist to ensure that students have wrap around support services. Students can receive support as needed from school counselors or more intensive support through the mental health counselors or baycare.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students have the opportunity to earn secondary industry certification in adobe and Microsoft in their computer classes. They also can receive certification in TV productions where they use Adobe Premier Pro. software. The counselors sponsor a college night where the students learn about high school courses they need to complete before college. Former students are asked to return to the school from different universities to share with parents and students. Through our International Baccalaureate program, students earn community services points and have to create their own community service

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We use the MTSS process at our school. We identify students for academic and social emotional interventions based on data. We hold monthly RTI intervention meeting for those who need academic support. We have a positive behavior system at our school where student earn points for being "respectful, responsible, and ready to learn" Students are rewarded for positive behaviors.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers will be trained on the Learning Arc and how to give the students an equivalent experience as to what they would receive on state tests. The teachers are trained on GAPS analysis, They look at the Benchmarks/Standards and determine which ones are most missed or ones where students have the least proficiency. The teachers are able to reteach these critical Benchmark skills. The staff is trained in IB (International Baccalaureate concepts, where we look at the whole child. Focusing on the whole child means not just academic support, but behavior/emotional. Another part of the whole child is creating good citizens. The teachers help students create community service projects to better the community. The whole child also means learning life skills that students can use when they leave school. Teachers are involved in teaching these skills to students.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA - This is a Middle School

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00

Total:	\$0.00
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Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No