

Miami-Dade County Public Schools

Just Arts And Management Charter Middle School



2016-17 Schoolwide Improvement Plan

Just Arts And Management Charter Middle School

2450 NW 97TH AVE, Doral, FL 33172

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Just Arts And Management Charter Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Just Arts and Management Charter Middle School will prepare students for secondary studies and beyond through an innovative, in-depth, thematic educational program that emphasizes the entrepreneurial and business aspects of the Music industry by exposing students to a curriculum centered on the performing arts.

b. Provide the school's vision statement.

The vision of Just Arts and Management is to provide a high quality K-12 seamless education that maximizes upon student potential and kindles a pursuit of lifelong learning.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Just Arts and Management has culturally diverse student population. Throughout the school year and during events as well as activities, each student's background and culture is recognized. Events such as Hispanic Heritage, Grandparent's Night, and family events throughout the year showcase students and their families. Teachers create and build relationships with their students and families throughout the school year. Beginning of school Getting to Know You surveys provide teachers with information about each student. Open House, Required Parent-Teacher conferences two times per year, the Family Literacy Conference, and the use of technology are some of the ways that the school builds on-going relationships with the children and their families.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

At Just Arts and Management Charter Middle, school administrators, teachers, school staff, students and community members are all partners in creating a welcoming learning environment. Teachers work to create a positive classroom climate that has rules and norms that are followed, and where positive peer relationships are nurtured. The school learning environment as a whole provides a sense of belonging, acceptance, and safety where bullying is not tolerated.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Just Arts and Management Charter Middle follows the Code of Student Conduct as its main behavioral plan. Students and parents are introduced to this plan and the behavioral expectations at the beginning of the school year. In addition to the Code of Student Conduct, the school also implements the Character Trait of the month where one student is selected from each class for exemplifying a specific character trait. These students are recognized on the morning announcements once a month and their picture is displayed on a main hallway bulletin board.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Just Arts and Management employs two full time counselors that meet with and assist students as needed. Students experiencing personal or academic social-emotional needs meet with the counselors one to two times per week. The counselors also provide small group counseling sessions with students that have failed a course or are experiencing academic difficulties.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The Early Warning System at Just Arts and Management Charter Middle includes the Administrative team, the Rtl Team and the Attendance Review Committee (ARC). These teams monitor the Early Warning System indicators on a quarterly or as needed basis. Parents of students who exhibit excessive absences are notified and asked to attend a meeting with the ARC. Students who begin to exhibit low academic performance, are placed in the appropriate intervention program and/or are referred to the Rtl team to discuss the appropriate strategies and actions that need to be taken. The school counselor also meets with students to provide support. The current indicators are: Students who have an attendance below 90 percent, students with one or more suspensions, students with a course failure in English Language Arts or Mathematics, students who received a Level 1 on a statewide assessment in English Language Arts or Mathematics, and students who failed two or more courses.

b. Provide the following data related to the school's early warning system

1. 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		
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	0	0	0	0	1	
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1	
Course failure in ELA or Math	0	0	0	0	0	0	3	1	0	0	0	0	0	4	
Level 1 on statewide assessment	0	0	0	0	0	0	0	10	0	0	0	0	0	10	
Failed 2 or more course in any subject	0	0	0	0	0	0	1	0	0	0	0	0	0	1	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	1	1	0	0	0	0	0	2	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The school implements several strategies for students identified as exhibiting two or more Early Warning System. Students exhibiting academics indicators, are placed in the Study Skills Program for reading and/or mathematics. In addition, students complete I-Ready lessons to reinforce reading fluency, comprehension and vocabulary and Khan Academy lessons to reinforce mathematical concepts..Teachers also work with these students individually or in small differentiated instructional groups in the classroom setting.

Parents of students with excessive absences and tardies meet with the Attendance Review Team

(ART) once every 9 week period where an action plan is developed to ensure that the student's absences and/or tardies decrease.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Just Arts and Management Charter Middle establishes a positive relationship with families through participation at the many school-wide events that take place throughout the school year. Events such as FSA State Testing Parent Night, parent workshops, The Family Literacy Conference, Open House, Hispanic Heritage, Grandparent's Night, Book Fair, Career Day, Honor Roll Assemblies and Field Day are opportunities for parents to become involved in the school.

Just Arts and Management Charter Middle communicates with parents through various methods. Connect ED messages are sent out on a regular basis, teachers email important information to parents via their parent distribution lists, and the school website provides up to date information on all of the upcoming school activities and events.

Parents are kept informed of their child's progress through emails, phone calls or parent conferences with their child's teacher the parent portal, through the quarterly District progress report, and through the quarterly report card.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Just Arts and Management believes that effective partnerships are an essential part of creating a highly successful school. The principal of the school establishes partnerships with the local community business through phone calls, letters or direct communication at school site events. Members of the SACS and the Parents in Action (PIA) Committee also reach out to local business to create partnerships with the school. Several local community businesses provide a percent return on sales generated from the school. Restaurants that are school partners are Chevy's, Moe's, Macaroni Grill and Chik-Fil-A each contribute to the school in a different way. Other partnerships donate items and support the students and school events throughout the year.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Cuesta, Eleonora	Principal
Simon, Elizabeth	Assistant Principal
Perez, Anna	Administrative Support
Melian, Jeanette	Instructional Coach
Bencomo, Arianna	Other

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Eleonora Cuesta, Principal: The Principal provides a common vision for the use of data-based decision-making. The Principal ensures that the school based team is implementing intervention support and documentation, and adequate professional development to support student achievement at the school. The Principal oversees the administration of Rtl skills of school staff, and communicates with parents regarding school-based plans and activities.

Elizabeth Simon, Assistant Principal: Assists the Principal in carrying out the vision/mission and the implementation of Rtl. Attends meetings and relays pertinent information to the Rtl team. Collects and analyzes data from Interim Assessments in order to plan intervention strategies for low performing students.

Arianna Bencomo, ESE Program Specialist: Works in partnership with the general education teachers and provides teachers with intervention strategies and materials. Provides, designs, and participates in professional development opportunities in accordance with specific needs.

Anna Perez, Lead Teacher and Jeanette Melian, Reading Coach: Provides data to the MTSS Rtl Team based on state, district and school-wide based assessments. The Lead Teacher and Reading Coach meet with Department Heads to provide support as needed.

The school leadership team works together using all available data and resources to make sound instructional decisions which impact all students.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school leadership team's role at Just Arts and Management is to impact student achievement, school safety, school culture, literacy, attendance, student social and emotional well-being, and prevention of student failure through early intervention. The school leadership team will meet quarterly in order to systematically analyze available student academic and behavior data and allocate resources to improve student learning. Throughout the data analysis process, the leadership team examines the validity and effectiveness of the program delivery. During the leadership meetings a problem solving method is implemented in order to identify discrepancies between current and expected performance in each grade level. Once a deficient area is identified, a goal is established to determine the expected growth during the next 4-8 weeks. During this time period, on-going progress monitoring will take place to monitor the effectiveness of the strategies put into place. At the end of the 4-8 weeks, the leadership team will reconvene in order to evaluate the results of the intervention and make adjustments in the instructional model as needed. The team will discuss interventions being implemented by teachers as well as strategies being used to strengthen weak content clusters. Interim Assessment data, progress monitoring data and trend information will be used to monitor successful implementation of the School Improvement Plan. Additionally, the team will discuss students that are at-risk and provide remediation strategies with fidelity. The team will evaluate

school-wide professional development plans and training opportunities to enhance teaching and learning.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Eleonora Cuesta	Principal
Jeanette Melian	Education Support Employee
Daniel Montero	Teacher
Nicola Wheeler	Teacher
Indira Vasquez	Parent
Patricia Zulueta	Business/Community
Anastasia Rodriguez	Teacher
Fabiana Montenegro	Student
Indira Sassone	Student
Arianna Bencomo	Education Support Employee
Jenny Sotomayor	Teacher
Ashley Mateiro	Teacher
Juan Alvarez	Teacher
Liliana Sabin	Parent
Maria Sardi	Parent
Vivian Derivet	Parent
Guillermo Rojas	Parent
Natalia Fajardo	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC evaluates the previous year's school improvement plan at the first SAC meeting of the school year. The areas of strength and growth for the year are discussed as well as the areas in need of improvement.

b. Development of this school improvement plan

The SAC is an integral part of the development of the School Improvement Plan. The SAC shall: Implement the state system of school improvement and accountability, assist in the preparation and evaluation of the School Improvement Plan, and assist in the preparation of the school's annual budget. At each quarterly meeting, data is reviewed and presented. Teams discuss strategies to implement and adjustments are made if necessary. Input is received from stakeholders of the SAC as it pertains to changes in the School Improvement Plan for the following year.

c. Preparation of the school's annual budget and plan

The school's annual budget is created based on the needs at the school level. At the SAC meeting, the budget is presented and discussed. The SAC then approves the budget for the school year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The School Advisory Committee had a budget of \$550.00 dollars for the 2015-2016 school year. The monies were used for the purchase of additional books for the library.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Cuesta, Eleonora	Principal
Simon, Elizabeth	Assistant Principal
Perez, Anna	Administrative Support
Melian, Jeanette	Instructional Coach
Monteiro, Suzette	Teacher, K-12
Wheeler, Nicola	Teacher, K-12
Bencomo, Arianna	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives supported and implemented by this team include implementation of the Common Core Curriculum, and RtI problem solving process. In addition, the LLT will promote Accelerated Reader incentives for meeting desired goals, and I-Ready motivational awards and recognition. These programs provide data about individual student's reading levels on a systematic basis. School-wide events such as FSA State Assessment Parent Night, Fall Book Fair and Parent Workshops, and the Family Literacy Conference promote literacy. The major initiative for the 2016-2017 school year would be increase literacy across all curriculum with an emphasis on Writing.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The school promotes positive working relationship through several strategies. At the monthly faculty meetings, individual teachers and grade levels are recognized and celebrated for their achievements. Several times a year the Reading Coach organizes team building activities which promote a sense of collaboration and understanding of each other's differences. Professional development workshops offer teachers the opportunity to further collaborate together on curriculum and instructional strategies to

increase student achievement. Monthly middle school curriculum planning meetings allow the teachers to collaborate in planning lessons for their specific content area.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The strategies used at Just Arts and Management Charter Middle to recruit teachers are as follows:
The Assistant Principal oversees the recruitment process at the school.

1. Advertise positions
2. Hiring process requires candidates to interview with two interview panels.
3. Assign mentor teachers
4. Assign grade level chairs

The strategies used by Just Arts and Management Charter Middle for teacher retention are as follows:

1. Involve teachers in decision making process through Leadership teams.
2. Provide multiple opportunities for in-house and outside professional development.
3. Provide opportunities for growth and advancement.
4. Give employees quantitative and qualitative feedback on performance.
5. Provide compensation for teachers who take on additional opportunities at the school level.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The mentoring plan at Just Arts and Management is one that provides several layers of support to new teachers. Each new teacher is assigned a highly qualified mentor teacher who will work closely with them throughout the year. The Mentor teacher conducts classroom observations and then meets with the mentee to go over areas of strength and areas in need of improvement.

Additionally, the Lead Teacher and Reading Coach will provide assistance and feedback to new teachers through informal classroom walk-through observations. Monthly mentor meetings focusing on a different topic each month are conducted by the Reading Coach and Lead Teacher. This year there are no beginning teachers at Just Arts and Management.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school ensures that its core instructional program and materials are aligned to the Florida standards by selecting the instructional materials adopted by the Miami-Dade County School District. In addition, supplemental materials that are purchased for classroom use in the core program, are reviewed by the administrative team to ensure that they are aligned to the Florida standards and provide the rigor needed. Middle school department chair also has an input in the selection of materials for classroom use.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school uses different sources of data on an on-going basis. Data is collected from weekly classroom assessments, District Mid-Year Assessments, i-Ready, and data from the intervention programs in place. Through data chat meetings, data is carefully gathered and analyzed by child as well as by standard. The problem solving method is used to determine what the possible causes are of the student's difficulty. Teachers then adjust/differentiate instruction to meet the needs of each student. Instruction is additionally modified or supplemented through the different intervention programs. These programs offer targeted instruction on the specific standard or skill where the student is deficient and presents it in a variety of ways at the student's individual level.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,880

Study Skills Program for Mathematics.

Strategy Rationale

Data collected indicates that students in the lowest 25th percentile are in need of additional assistance with strategies in the area of mathematics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Simon, Elizabeth, esimon@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data collected is analyzed by the teacher instructing the program. Based on the results of student classwork and assessments given during the course of the program, adjustments to instruction are made as needed in consultation with the middle School Chair and administrators.

Strategy: Extended School Day

Minutes added to school year: 2,880

Study Skills Program for Reading.

Strategy Rationale

Data collected indicates that students in the lowest 25th percentile are in need of additional assistance with strategies in the areas of reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Simon, Elizabeth, esimon@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data collected is analyzed by the teacher instructing the program. Based on the results of student classwork and assessments given during the course of the program, adjustments to instruction are made as needed in consultation with the Reading Coach and administrators.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Just Arts and Management has several strategies in place to support student transition. Student Orientation to the next level of middle school, Parent Open House night, FSA State Assessment Parent Night, as well as Parent Workshops, Family Literacy Conference, and events are scheduled throughout the school year to keep families informed of state, district, and school policies and other information pertaining to student progression from one school level to the next.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school promotes academic and career planning by organizing a Career Day dedicated to careers in a variety of disciplines. Community professionals and parents volunteer their time to share what they do and the requirements of their particular career. Students have the opportunity to interact with professionals from areas of their own individual interests and also share discussions and ask questions that relate to the tasks and responsibilities within that career.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

The school offers advanced courses in Mathematics, Language Arts and Science for all middle school students. These courses will provide the rigor needed for post secondary education.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The school administrators and counselors monitor students throughout the year to ensure that all middle school students are on track for eight grade promotion and pursuing a post secondary education. Students have the opportunity to enroll in advanced courses which will prepare them for high school and beyond.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas then student achievement will improve. 1a

G087648

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
ELA/Reading Gains	91.0
ELA/Reading Lowest 25% Gains	97.0
AMO Reading - ED	
AMO Math - All Students	
Math Gains	93.0
Math Lowest 25% Gains	81.0
FSA Mathematics Achievement	97.0
FSA ELA Achievement	98.0

Targeted Barriers to Achieving the Goal 3

- Use of writing across the curriculum strategies and in differentiated instruction in ELA and Mathematics is limited.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Spring Board English Language Arts Grade 6, 7 and 8 - Collegeboard
- i-Ready
- Study Skills Intervention Program for Reading and Mathematics
- Khan Academy
- Reading Coach
- Administrative Team
- Accelerated Reader
- Vocabulary Workshop - Sadlier
- Grammar for Writing - Sadlier
- Literature - Holt McDougal
- Florida Math Course 1 and 2 - Florida Standards Edition - McGraw Hill Education
- Florida Course 1, 2 and 3 Science Glencoe Mc Graw Hill

Plan to Monitor Progress Toward G1. 8

Data from a variety of sources will be used to determine progress towards the goal. Data is gathered from classroom assessments, Mid-Year Assessments, i-Ready reports, and Accelerated Reader reports. Based on the results of the data, instructional targets will be modified if needed.

Person Responsible

Eleonora Cuesta

Schedule

Quarterly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Students' performance in weekly class assessments in Reading, Mathematics and Science, science lab reports, Mid- Year Assessment data, Accelerated Reader reports, the 2017 ELA Writing component, ELA FSA, and FSA Mathematics 2017 Science FCAT 2.0.

Plan to Monitor Progress Toward G1. 8

Data from a variety of writing sources will be used to determine progress towards the goal. Data gathered will be used to modify instructional targets if needed. .

Person Responsible

Elizabeth Simon

Schedule

Quarterly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Students' performance in weekly class assessments in Reading, Mathematics and Science, science lab reports, Mid-Year Assessment data, Accelerated Reader reports, the 2017 ELA Writing component, ELA FSA, and FSA Mathematics 2017 Science FCAT 2.0.

Plan to Monitor Progress Toward G1. 8

Data from a variety of sources will be used to determine progress towards the goal. ELA and Writing data gathered will be used to modify instructional targets if needed.

Person Responsible

Eleonora Cuesta

Schedule

Quarterly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Students' performance in weekly class assessments in Mathematics, Mid- Year Assessment data, FSA Mathematics 2017.

Plan to Monitor Progress Toward G1. 8

Data from a variety of sources will be used to determine progress towards the goal. Science data gathered from lab reports, classroom assessments, written observations, and research reports, will be used to modify instructional targets if needed.

Person Responsible

Eleonora Cuesta

Schedule

Quarterly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Students' performance in weekly assessments, Mid-Year Assessment data, lab reports, 2017 FCAT Science2.0.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. **1**

 G087648

G1.B1 Use of writing across the curriculum strategies and in differentiated instruction in ELA and Mathematics is limited. **2**

 B232995

G1.B1.S1 Incorporate formal and informal writing strategies during whole group and differentiated instruction across the curriculum as a means of engaging students in critical thinking and the analytical writing process. **4**

 S245947

Strategy Rationale

Research indicates that students need different types of strategies to target any and all deficiencies in which they are lacking writing skills in order to succeed in all core subject areas. Analytical writing allows them to make the necessary connections, think more critically, and organize and express their thoughts in order to communicate more effectively.

Action Step 1 **5**

Students will write daily in all content areas by incorporating informal writing strategies such as quick writes, journals, student interactive notebooks, and reflections.

Person Responsible

Jeanette Melian

Schedule

Weekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

student interactive notebooks, student journals, student quick writes

Action Step 2 **5**

Students will note observations, highlight main points, create graphic organizers, and write extended responses in their response journals during ELA, Math, Science, Civics and US History.

Person Responsible

Elizabeth Simon

Schedule

Weekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

student notebooks, graphic organizers

Action Step 3 5

Students will use critical thinking strategies during whole group and differentiated instruction to analyze how visual/multimedia elements contribute to a text, compare and contrast similar themes, topics, and plots in stories.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

weekly assessments, walk-through observations, student work folders

Action Step 4 5

Students will use writing during problem of the day/bell ringers during science as well as to explain the process of their labs, note observations, and provide reflective conclusions.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

lab reports, weekly classroom assessments, research reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will review the results of classroom assessments in ELA and Mathematics to ensure that the strategy is being implemented with fidelity.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Students' performance in weekly class assessments in ELA, student interactive notebooks, journals, i-Ready reports, Mid-Year Assessments, the 2017 FSA ELA and ELA FSA Writing Component, FSA Mathematics.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will conduct classroom walk-through visits to monitor the action step in progress.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Classroom observations, Differentiated Instruction groups, Data Binder, student response journals.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will conduct classroom walk-through visits to monitor the implementation of the action step in progress.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Classroom observations, Differentiated Instructions, Data Binder, student response journals.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will review student written lab reports and scientific observations.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/12/2016 to 6/8/2017

Evidence of Completion

student lab reports, student research, weekly classroom assessments in Science.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrators will review the results of classroom assessments focusing on students' performance in writing to ensure that progress is being made toward goal and to make adjustments in instructional practices as needed.

Person Responsible

Eleonora Cuesta

Schedule

Biweekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Students' performance in weekly class assessments in ELA and Mathematics, i-Ready reports, Mid-Year Assessments, 2017 ELA FSA, ELA FSA Writing component, FSA Mathematics

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrators will review the results of classroom assessments and student work focusing on ELA and Mathematics to note progress made towards goal.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Students' performance in weekly class assessments in ELA, i-Ready reports, Mid- Year Assessments, 2017 ELA FSA, and the ELA FSA Writing Component.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrators will review the results of available data in ELA to determine the effectiveness of the strategy.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Students' performance in weekly class assessments in ELA and Mathematics, i-Ready reports, Mid-Year Assessments, 2017 ELA FSA, ELA FSA Writing Component and FSA Mathematics, Grade Level data chats.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrators will use weekly classroom assessment results to monitor student progress throughout the school year in Science.

Person Responsible

Eleonora Cuesta













Schedule

Monthly, from 9/12/2016 to 6/8/2017





Evidence of Completion

Science classroom assessments, Science Mid-Year Assessment Data, data chats.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M331931	Data from a variety of sources will be used to determine progress towards the goal. Data is...	Cuesta, Eleonora	9/12/2016	Students' performance in weekly class assessments in Reading, Mathematics and Science, science lab reports, Mid-Year Assessment data, Accelerated Reader reports, the 2017 ELA Writing component, ELA FSA, and FSA Mathematics 2017 Science FCAT 2.0.	6/8/2017 quarterly
G1.MA2  M331932	Data from a variety of writing sources will be used to determine progress towards the goal. Data...	Simon, Elizabeth	9/12/2016	Students' performance in weekly class assessments in Reading, Mathematics and Science, science lab reports, Mid-Year Assessment data, Accelerated Reader reports, the 2017 ELA Writing component, ELA FSA, and FSA Mathematics 2017 Science FCAT 2.0.	6/8/2017 quarterly
G1.MA3  M331933	Data from a variety of sources will be used to determine progress towards the goal. ELA and Writing...	Cuesta, Eleonora	9/12/2016	Students' performance in weekly class assessments in Mathematics, Mid- Year Assessment data, FSA Mathematics 2017.	6/8/2017 quarterly
G1.MA4  M331934	Data from a variety of sources will be used to determine progress towards the goal. Science data...	Cuesta, Eleonora	9/12/2016	Students' performance in weekly assessments, Mid-Year Assessment data, lab reports, 2017 FCAT Science2.0.	6/8/2017 quarterly
G1.B1.S1.MA1  M331923	Administrators will review the results of classroom assessments focusing on students' performance...	Cuesta, Eleonora	9/12/2016	Students' performance in weekly class assessments in ELA and Mathematics, i-Ready reports, Mid-Year Assessments, 2017 ELA FSA, ELA FSA Writing component, FSA Mathematics	6/8/2017 biweekly
G1.B1.S1.MA2  M331924	Administrators will review the results of classroom assessments and student work focusing on ELA...	Cuesta, Eleonora	9/12/2016	Students' performance in weekly class assessments in ELA, i-Ready reports, Mid- Year Assessments, 2017 ELA FSA, and the ELA FSA Writing Component.	6/8/2017 monthly
G1.B1.S1.MA3  M331925	Administrators will review the results of available data in ELA to determine the effectiveness of...	Cuesta, Eleonora	9/12/2016	Students' performance in weekly class assessments in ELA and Mathematics, i-Ready reports, Mid-Year Assessments, 2017 ELA FSA, ELA FSA Writing Component and FSA Mathematics, Grade Level data chats.	6/8/2017 monthly
G1.B1.S1.MA4  M331926	Administrators will use weekly classroom assessment results to monitor student progress throughout...	Cuesta, Eleonora	9/12/2016	Science classroom assessments, Science Mid-Year Assessment Data, data chats.	6/8/2017 monthly
G1.B1.S1.MA1  M331927	Administrators will review the results of classroom assessments in ELA and Mathematics to ensure...	Cuesta, Eleonora	9/12/2016	Students' performance in weekly class assessments in ELA, student interactive notebooks, journals, i-Ready reports, Mid-Year Assessments, the 2017 FSA ELA and ELA FSA Writing Component, FSA Mathematics.	6/8/2017 monthly
G1.B1.S1.MA2  M331928	Administrators will conduct classroom walk-through visits to monitor the action step in progress.	Cuesta, Eleonora	9/12/2016	Classroom observations, Differentiated Instruction groups, Data Binder, student response journals.	6/8/2017 monthly
G1.B1.S1.MA3  M331929	Administrators will conduct classroom walk-through visits to monitor the implementation of the...	Cuesta, Eleonora	9/12/2016	Classroom observations, Differentiated Instructions, Data Binder, student response journals.	6/8/2017 monthly
G1.B1.S1.MA4  M331930	Administrators will review student written lab reports and scientific observations.	Cuesta, Eleonora	9/12/2016	student lab reports, student research, weekly classroom assessments in Science.	6/8/2017 monthly

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Just Arts And Management Charter Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1  A318584	Students will write daily in all content areas by incorporating informal writing strategies such as...	Melian, Jeanette	9/12/2016	student interactive notebooks, student journals, student quick writes	6/8/2017 weekly
G1.B1.S1.A2  A318585	Students will note observations, highlight main points, create graphic organizers, and write...	Simon, Elizabeth	9/12/2016	student notebooks, graphic organizers	6/8/2017 weekly
G1.B1.S1.A3  A318586	Students will use critical thinking strategies during whole group and differentiated instruction to...	Cuesta, Eleonora	9/12/2016	weekly assessments, walk-through observations, student work folders	6/8/2017 weekly
G1.B1.S1.A4  A318587	Students will use writing during problem of the day/bell ringers during science as well as to...	Cuesta, Eleonora	9/12/2016	lab reports, weekly classroom assessments, research reports	6/8/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Use of writing across the curriculum strategies and in differentiated instruction in ELA and Mathematics is limited.

G1.B1.S1 Incorporate formal and informal writing strategies during whole group and differentiated instruction across the curriculum as a means of engaging students in critical thinking and the analytical writing process.

PD Opportunity 1

Students will use critical thinking strategies during whole group and differentiated instruction to analyze how visual/multimedia elements contribute to a text, compare and contrast similar themes, topics, and plots in stories.

Facilitator

District Personnel

Participants

6th-8th grade JAM teachers

Schedule

Weekly, from 9/12/2016 to 6/8/2017

VII. Budget

1	G1.B1.S1.A1	Students will write daily in all content areas by incorporating informal writing strategies such as quick writes, journals, student interactive notebooks, and reflections.				\$0.00
2	G1.B1.S1.A2	Students will note observations, highlight main points, create graphic organizers, and write extended responses in their response journals during ELA, Math, Science, Civics and US History.				\$0.00
3	G1.B1.S1.A3	Students will use critical thinking strategies during whole group and differentiated instruction to analyze how visual/multimedia elements contribute to a text, compare and contrast similar themes, topics, and plots in stories.				\$2,740.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			6083 - Just Arts And Management Charter Middle			\$500.00
			Notes: Professional Development Fee			
			6083 - Just Arts And Management Charter Middle	General Fund		\$2,240.00

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			<i>Notes: Study Hall Math Tutoring</i>			
4	G1.B1.S1.A4	Students will use writing during problem of the day/bell ringers during science as well as to explain the process of their labs, note observations, and provide reflective conclusions.				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			6083 - Just Arts And Management Charter Middle	School Improvement Funds		\$750.00
			<i>Notes: Robotics Materials</i>			
Total:						\$3,490.00