

Miami-Dade County Public Schools

Just Arts And Management Charter Middle School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	10
Budget to Support Goals	12

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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

N/A

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

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.

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.

School Leadership Team

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	Instructional Coach
Melero, Rebecca	Other

Duties

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 academic and behavior intervention programs. 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.

*Rebecca Melero, 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, Jeanette Melian, Reading Coach and Arianna Bencomo, Curriculum Coach: Provide data to the Rtl Team based on state, district and school-wide based assessments, meet with grade-levels to provide curriculum and planning support and work with new teachers to provide mentoring and coaching.

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

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	5	0	0	0	0	0	0	5

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	0	1	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 9/5/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	8	0	5	0	0	0	0	13

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	11	3	2	0	0	0	0	16

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	8	0	5	0	0	0	0	13

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	11	3	2	0	0	0	0	16

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest is 8th grade Mathematics with 61% of the students scoring a 3 or above. This is a 34% drop from last year's score of 95% scoring a 3 or above. This is not a trend. This data reflects the 18 eight grade students who tested. The rest of the eight grade students were taking the Algebra 1 or Geometry course.

Which data component showed the greatest decline from prior year?

The component that showed the greatest decline from the previous year is the eight grade Mathematics which shows a 34% decline in performance.

Which data component had the biggest gap when compared to the state average?

None of the components show as having a gap. All of the components show as being 30-40 % above the state average.

Which data component showed the most improvement? Is this a trend?

The component that showed the most improvement is seventh grade ELA which increased from 85% scoring a 3 and above to 96% scoring a 3 and above. That is an 11% increase in achievement. Science also showed an improvement increasing from 70% achievement to 89% achievement; a 19% increase. ELA Learning Gains for all of JAM increased from 73% in 2017 to 87% in 2018; a 14% increase.

Describe the actions or changes that led to the improvement in this area.

The actions that led to this increase is: 1. Identification of students working below grade level and scheduled into a study hall intervention for ELA and Mathematics 2 times per week. 2. Change of

instructional personnel in the area of ELA and Science. 3. Changes in the research-based instructional strategies used. Increase in class discussions and higher-order questioning strategies.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	93%	56%	53%	90%	51%	52%
ELA Learning Gains	87%	56%	54%	84%	55%	53%
ELA Lowest 25th Percentile	84%	52%	47%	74%	51%	45%
Math Achievement	87%	56%	58%	87%	51%	55%
Math Learning Gains	77%	56%	57%	87%	53%	55%
Math Lowest 25th Percentile	73%	55%	51%	92%	48%	47%
Science Achievement	89%	52%	52%	0%	49%	50%
Social Studies Achievement	98%	73%	72%	91%	63%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (0)	1 (0)	0 (0)	1 (0)
Course failure in ELA or Math	1 (1)	1 (0)	0 (1)	2 (2)
Level 1 on statewide assessment	5 (8)	0 (0)	0 (5)	5 (13)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	91%	53%	38%	52%	39%
	2017	87%	53%	34%	52%	35%
Same Grade Comparison		4%				
Cohort Comparison						
07	2018	96%	54%	42%	51%	45%
	2017	85%	52%	33%	52%	33%
Same Grade Comparison		11%				
Cohort Comparison		9%				
08	2018	91%	59%	32%	58%	33%
	2017	89%	55%	34%	55%	34%
Same Grade Comparison		2%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	88%	56%	32%	52%	36%
	2017	83%	52%	31%	51%	32%
Same Grade Comparison		5%				
Cohort Comparison						
07	2018	81%	52%	29%	54%	27%
	2017	88%	49%	39%	53%	35%
Same Grade Comparison		-7%				
Cohort Comparison		-2%				
08	2018	61%	38%	23%	45%	16%
	2017	95%	39%	56%	46%	49%
Same Grade Comparison		-34%				
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	86%	44%	42%	50%	36%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	65%	-65%	65%	-65%
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	98%	72%	26%	71%	27%
2017	94%	69%	25%	69%	25%
Compare		4%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	59%	41%	62%	38%
2017	96%	58%	38%	60%	36%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	54%	-54%	56%	-56%
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	64	82		73	91						
HSP	93	87	83	87	78	75	90	98	78		
FRL	93	89	85	86	80	81	86	96	70		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	58	67	61	75	59	63					
HSP	89	75	76	89	69	58	72	93	57		
FRL	88	74	63	88	67	58	71	93	63		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Mathematics
Rationale	Results of the 2018 FSA Mathematics showed that 61% of the 8th grade students scored a 3 or above as compared to the 2017 FSA Mathematics results which showed that 95% of the 8th grade students scored a 3 or above.
Intended Outcome	Students in 8th grade Mathematics will increase their performance on the 2019 FSA Mathematics by 3%.
Point Person	Eleonora Cuesta (ecuesta@dadeschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide push in classroom assistance for students in the lowest 25th percentile. 2. Focus on the "gap" areas when planning weekly lesson plans. 3. Use the Item Specifications when planning weekly lesson plans to focus on the specifics for each standard. 4. Complete data chats with students after each summative assessment. 5. Utilize explicit vocabulary strategies for Mathematics academic vocabulary. 6. Explicitly model the problem solving process by using the Think Alouds.
Person Responsible	Elizabeth Simon (esimon@dadeschools.net)
Plan to Monitor Effectiveness	
Description	The effectiveness of the action plan will be monitored through administrative classroom walk-through visits, monitoring weekly Mathematics plans, IPEGs Formal Observations, sharing of information by the Lead Teacher from the District Math Academies at planning meetings, and monitoring of student classwork and assessments.
Person Responsible	Elizabeth Simon (esimon@dadeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

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.

PFEF Link

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

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.

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. Additionally, articulation meetings and orientations with the Doral Preparatory Academy Middle/High ensure that students are placed in the correct academic courses.

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.

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. Students are also exposed to the different colleges by researching them as part of their career readiness coursework.

Part V: Budget

Total:

\$2,750.00