

[illegible]

Just Arts And Management Charter Middle School

2450 NW 97 AVE, Doral, FL 33172

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

41%

Alternative/ESE Center

No

Charter School

Yes

Minority

86%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

B

School Board Approval

This plan is pending approval by the Dade County School Board.

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 with a grade of F within the prior two years. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Just Arts and Management is to create a high quality K-12 educational learning community where stakeholders are dedicated to promoting an exceptional educational experience with an obligation to ensure that our students engage in rigorous learning opportunities that will help them strive for academic achievement and a desire to be lifelong learners and successful leaders in their professional careers.

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 Environment

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, and Grandparent's Night 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, and the use of technology are some of the ways that the school builds on-going relationships with the children and their families.

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.

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.

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 a full time counselor that meets with and assists students as needed. Students experiencing personal or academic social-emotional needs meet with the counselor one to two times per week. The counselor also provides small group counseling sessions with students that have failed a course or are experiencing academic difficulties.

Early Warning Systems

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

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. 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

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

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

Indicator	Grade Level	Total
	6	
Attendance below 90 percent	4	4
One or more suspensions	0	
Course failure in ELA or Math	4	4
Level 1 on statewide assessment	5	5
Failed 2 or more course in any subject	2	2

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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 and the Saturday Academy. In addition, students complete Reading Plus 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.

Family and Community Involvement

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

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. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

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 and "How To" clinics, 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.

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 such as Columbina foods donate items for the Grandparent's Night Book Fair Event.

Effective Leadership

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

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
Machado, Ariannie	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 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.

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

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Eleonora Cuesta	Principal
Jeanette Melian	Education Support Employee
Ariannie Machado	Education Support Employee
Maria Jimenez	Education Support Employee
Melissa Cardenas	Teacher
Jessica Maley	Teacher
Suzette Monteiro	Teacher
Isabel Alvarez	Teacher
Daniel Montero	Teacher
Nicola Wheeler	Teacher
Juan Tocci	Parent
Fleris Santiesteban	Parent
Leomar Guillen	Parent
Indira Vasquez	Parent
Paulo Reveles	Parent
Anita Puras	Parent
Patricia Zulueta	Business/Community
Nick Puras	Student
Amanda Amaro	Student
Anna Perez	Teacher

Duties

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

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.

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.

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.

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

The School Advisory Committee has a budget of \$500 dollars for the 2014-2015 school year. The monies will be spent on Accelerated Reader Incentives (\$50), Incentive Field Trip for AR/Reading Plus (\$300.00), and Academic/Behavior/Attendance Incentives and Rewards (\$150.00).

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

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

Duties

Describe how the LLT promotes literacy within the school

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, Reading Plus motivational awards and recognition for completing a set number of sessions. 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 promote literacy. The major initiative for the 2014-2015 school year would be increase literacy across all curriculum with an emphasis on Mathematics.

Public and Collaborative Teaching

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

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. In addition, teachers will work together in a Professional Learning Community Book Study on a specific educational topic.

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.

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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.

Instructional Strategies

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 Interim Assessments, FAIR-FS for sixth grade Level 1 and 2 students, 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.

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: Weekend Program

Minutes added to school year: 420

The Saturday Academy meets once a week on Saturdays for seven weeks. Students receive focused strategy lessons in the areas of Reading and Mathematics.

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 and 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 Reading Coach and administrators.

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 areas of

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

he 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.

Student Transition and Readiness

PreK-12 Transition

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

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 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.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

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

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** Just Arts and Management Charter Middle School will increase the application of vocabulary strategies across all core instructional areas.
- G2.** Just Arts and Management Charter Middle School will use the Early Warning System to provide strategic interventions and strategies that address the academic performance of at-risk students: students scoring a Level 1 on a statewide assessment in ELA or Mathematics, students who fail a Reading or Mathematics course, students who fail two or more courses, students with excessive absences, and students with suspensions.
- G3.** Just Arts and Management Charter Middle will increase the opportunities for students to engage and participate in STEM related activities to increase student achievement in STEM curriculum areas.
- G4.** Just Arts and Management charter Middle will increase the level of family involvement in school events and activities in support of measurable improvement in student achievement.

Strategic Goals Detail

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

G1. Just Arts and Management Charter Middle School will increase the application of vocabulary strategies across all core instructional areas. 1a

 G045958

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	93.0
ELA/Reading Gains	91.0
ELA/Reading Lowest 25% Gains	97.0
AMO Reading - ED	96.0
AMO Math - All Students	73.0
Math Gains	93.0
Math Lowest 25% Gains	81.0
FSA - Mathematics - Proficiency Rate	97.0
FSA - English Language Arts - Proficiency Rate	98.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Lack of instructional continuity of vocabulary strategies in the core instruction.
- Student's comprehension of complex text in English Language Arts, Mathematics due to lack of vocabulary skills. On the 2014 FCAT, Economically Disadvantaged students scored 90% in Reading.

Plan to Monitor Progress Toward G1. 8

Data from a variety of sources will be used to determine progress towards the goal. Data from classroom assessments, Interim Assessments, Reading Plus reports, Study Skills Program, 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 10/6/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments data, Accelerated Reader reports and the 2015 ELA and Mathematics FSA.

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, Interim Assessments, Reading Plus reports, Study Skills Program data, and Accelerated Reader reports. Based on the results of the data, instructional targets will be modified if needed.

Person Responsible


Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Data from a variety of sources will be used to determine progress towards the goal. Data is gathered from classroom assessments, Interim Assessments, Reading Plus reports, Study Skills Program data, and Accelerated Reader reports, and the 2015 ELA and Mathematics FSA.

G2. Just Arts and Management Charter Middle School will use the Early Warning System to provide strategic interventions and strategies that address the academic performance of at-risk students: students scoring a Level 1 on a statewide assessment in ELA or Mathematics, students who fail a Reading or Mathematics course, students who fail two or more courses, students with excessive absences, and students with suspensions. **1a**

 G046064

Targets Supported **1b**

Indicator	Annual Target
2+ Course Failures - Middle Grades	1.0
Level 1 - Grade 06	4.0
Course Failures ELA	1.0
Course Failures Mathematics	1.0
Attendance Below 90%	4.0
One or More Suspensions	0.0

Resources Available to Support the Goal **2**

- Study Skills Program
- School Counselor
- Reading Coach
- Reading Plus
- Khan Academy
- Administrative team data chats
- Attendance Review Committee

Targeted Barriers to Achieving the Goal **3**

- Student's academic deficiencies that are due to vocabulary acquisition which affect learning in Reading, Mathematics and Science.
- Student absences are due to frequent illnesses.
- Students do not adequately understand the conduct expected of the as noted in the Code of Student Conduct.

Plan to Monitor Progress Toward G2. **8**

Data available from the Study Skills program in Reading: Student work samples, weekly assessments

Person Responsible

Elizabeth Simon

Schedule

Monthly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Data available from the Study Skills program in Reading: Student work samples, weekly assessments, Interim Assessments Reading, 2015 ELA FSA.

Plan to Monitor Progress Toward G2. 8

Data from the Reading Plus site reports.

Person Responsible

Jeanette Melian

Schedule

Quarterly, from 9/22/2014 to 5/8/2015

Evidence of Completion

Data from the Reading Plus site reports, Interim Assessments, 2015 ELA FSA.

Plan to Monitor Progress Toward G2. 8

Data available from the Study Skills program in Mathematics: Student work samples, weekly assessments

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Data available from the Study Skills program in Mathematics: Student work samples, weekly assessments, Interim Assessments Mathematics, 2015 Mathematics FSA.

Plan to Monitor Progress Toward G2. 8

Administrators will look at Student Attendance Record Reports for all grade levels to determine progress toward goal.

Person Responsible

Elizabeth Simon

Schedule

Quarterly, from 10/27/2014 to 6/3/2015

Evidence of Completion

Student Attendance Record Reports.

Plan to Monitor Progress Toward G2. 8

Administrators will review the Student Discipline Referral reports to determine the effectiveness of the strategy.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Student Discipline Referral reports.

G3. Just Arts and Management Charter Middle will increase the opportunities for students to engage and participate in STEM related activities to increase student achievement in STEM curriculum areas. 1a

 G046070

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Robotics materials
- MDCPS Professional Development Portal
- MDCPS STEM Website
- Science Liason
- Florida Math Course 1 - FLorida Standards Edition - McGraw Hill Education
- Science Series
- Classroom Computers

Targeted Barriers to Achieving the Goal 3

- The faculty is lacking sufficient training for implementing a comprehensive STEM curriculum.

Plan to Monitor Progress Toward G3. 8

The data collected will come from different sources: Weekly classroom assessments, Unit assessments, Interim Assessments, Project-based evidence, student lab reports.

Person Responsible

Schedule

Biweekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

The data collected will come from different sources: Weekly classroom assessments, Unit assessments, Interim Assessments, Project-based evidence, student lab reports.

G4. Just Arts and Management charter Middle will increase the level of family involvement in school events and activities in support of measurable improvement in student achievement. 1a

G046071

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Parents in Action (PIA) committee
- SAC Committee
- Administrative team
- Reading Coach
- Program Specialist

Targeted Barriers to Achieving the Goal 3

- Parents varied work schedules prevent them from attending events and activities.

Plan to Monitor Progress Toward G4. 8

The sign-in rosters for the school events and activities will be reviewed and a comparison will be made of the number of parents attending daytime events and evening events.

Person Responsible

Elizabeth Simon

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

Evidence of Completion

School events and activities sign-in rosters.

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

1 = Problem Solving Step  **S123456** = Quick Key


G1. Just Arts and Management Charter Middle School will increase the application of vocabulary strategies across all core instructional areas. **1**

 **G045958**

G1.B1 Lack of instructional continuity of vocabulary strategies in the core instruction. **2**

 **B113634**

G1.B1.S1 Use the Frayer Model to assist students in expanding their understanding of academic vocabulary. **4**

 **S125067**

Strategy Rationale

The Frayer Model provides students with the opportunity to understand what a concept is and what its not. It gives students an opportunity to communicate their understanding and to make connections by providing examples and non-examples from their own experiences with the concept.

Action Step 1 **5**

Students review the meanings of words and create personal visual images, and descriptions to assist them in expanding their understanding of meaning.

Person Responsible

Jeanette Melian

Schedule

Weekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Student worksheets using the Frayer Model, weekly vocabulary assessments.

Action Step 2 5

Use interactive Students Vocabulary Notebooks to further reflect and organize their thoughts in writing around new concepts and ideas.

Person Responsible

Jeanette Melian

Schedule

Weekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Student Vocabulary Notebooks, weekly vocabulary assessments.

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

The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that the strategy is being implemented with fidelity.

Person Responsible

Eleonora Cuesta

Schedule

Biweekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments, Performance in Study Skills Program, and the 2015 ELA and Mathematics FSA.

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

The administrators will review the implementation of the Student Interactive Vocabulary notebooks during classroom walk-through visits.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Classroom observations. Student work samples, Student's Interactive Vocabulary Notebooks.

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

The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, data will be analyzed to adjust instruction. The Reading Coach will support teachers in the instructional planning process.

Person Responsible

Jeanette Melian

Schedule

Biweekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments and the 2015 ELA and Mathematics FSA.

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

Administrators will review the results of classroom assessments and student performance in vocabulary in Reading and Writing to determine the effectiveness of the strategy.

Person Responsible

Eleonora Cuesta


Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments and the 2015 ELA FSA, 2015 Science FCAT 2.0.

G1.B1.S2 Use a Concept of Definition Map to assist students in visualizing the components of a definition in Reading, Math, and Science. 4

 S125068

Strategy Rationale

A Concept Definition Map trains students to place information in logical categories, to identify defining properties and characteristics, and to offer examples (and non-examples) of ideas. It is especially useful for analyzing brief, but content-rich, reading selections.

Action Step 1 5

Teachers review the meanings of words with students and ask them to create personal, visual images and descriptions to assist them in expanding their understanding of meaning.

Person Responsible

Jeanette Melian

Schedule

Weekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Concept of Definition Maps student samples, weekly vocabulary assessments.

Action Step 2 5

Use interactive Student Vocabulary Notebooks the further reflect on and organize in writing their thoughts around new concepts and ideas.

Person Responsible

Jeanette Melian

Schedule

Weekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Student Vocabulary Notebooks.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that the strategy is being implemented with fidelity.

Person Responsible

Eleonora Cuesta

Schedule

Biweekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments and the 2015 ELA and Mathematics FSA.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The administrators will review the implementation of the Student Interactive Vocabulary notebooks during classroom walk-through visits.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Classroom observations. Student work samples, Student's Interactive Vocabulary Notebooks.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, data will be analyzed to adjust instruction. The Reading Coach will support teachers in the instructional planning process.

Person Responsible

Jeanette Melian

Schedule

Biweekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments in Reading and Mathematics and the 2015 ELA and Mathematics FSA, 2015

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administrators will review the results of classroom assessments and student performance in vocabulary in Reading and Writing to determine the effectiveness of the strategy.

Person Responsible

Eleonora Cuesta


Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments and the 2015 ELA FSA, 2015 Science FCAT 2.0.

G1.B1.S3 Use a Semantic Feature Analysis Map to assist students in linking key vocabulary to major ideas in Reading, Math and Science. 4

 S125070

Strategy Rationale

This strategy uses a grid to help kids explore how sets of things are related to one another. It assists students in making connections, making predictions and mastering important concepts. This strategy enhances comprehension and vocabulary skills.

Action Step 1 5

Review with students the meanings of new vocabulary words and have them create personal, visual images and descriptions to help them remember the meaning.

Person Responsible

Jeanette Melian

Schedule

Weekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Semantic Feature Analysis Maps student worksheets, weekly vocabulary assessments.

Action Step 2 5

Use interactive Student Vocabulary Notebooks the further reflect on and organize in writing their thoughts around new concepts and ideas.

Person Responsible

Jeanette Melian

Schedule

Weekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Interactive Student Vocabulary Notebooks, weekly vocabulary assessments.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that the strategy is being implemented with fidelity.

Person Responsible

Eleonora Cuesta

Schedule

Biweekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments in Reading and Mathematics and the 2015 ELA and Mathematics FSA.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The administrators will review the implementation of the Student Interactive Vocabulary notebooks during classroom walk-through visits.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Classroom observations. Student work samples, Student's Interactive Vocabulary Notebooks.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that progress is being made as well as make adjustments in instructional practices as needed. The Reading Coach will support teachers in the instructional planning process.

Person Responsible

Jeanette Melian

Schedule

Biweekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments in Reading and Mathematics and the 2015 ELA and Mathematics FSA.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Administrators will review the results of classroom assessments and student performance in vocabulary in Reading and Writing to determine the effectiveness of the strategy.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments and the 2015 ELA FSA, 2015 Science FCAT 2.0.

G1.B2 Student's comprehension of complex text in English Language Arts, Mathematics due to lack of vocabulary skills. On the 2014 FCAT, Economically Disadvantaged students scored 90% in Reading. 2

 B124456

G1.B2.S1 Use a Concept of Definition Map to assist students in visualizing the components of a definition in Reading, Math, and Science. 4

 S139242

Strategy Rationale

A Concept Definition Map trains students to place information in logical categories, to identify defining properties and characteristics, and to offer examples (and non-examples) of ideas. It is especially useful for analyzing brief, but content-rich, reading selections.

Action Step 1 5

Students will analyze the meanings of new vocabulary words and create personal visual images, descriptions and definitions to assist them in remembering the meanings.

Person Responsible

Jeanette Melian

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Concept of Definition Maps, weekly vocabulary assessments.

Action Step 2 5

Students will use interactive Student Vocabulary Notebooks the further reflect on and organize in writing their thoughts around new vocabulary words, concepts and ideas.

Person Responsible

Jeanette Melian

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Student Vocabulary Notebooks.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that the strategy is being implemented with fidelity.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Reading Plus reports, Classroom Walk-through visits using the Observe 4 Success form.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The Administrators will review the implementation of the Student Interactive Vocabulary notebooks during classroom walk-through visits.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Classroom observations. Student work samples, Student's Interactive Vocabulary Notebooks

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that progress is being made as well as make adjustments in instructional practices as needed. The Reading Coach will support teachers in the instructional planning process.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Students' performance in weekly class assessments in Reading, Mathematics and Science, Reading Plus reports, Reading and Mathematics Interim Assessments, Science Lab reports and the 2015 ELA and Mathematics FSA.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrators will review the results of classroom assessments and student performance in vocabulary in Reading and Writing to determine the effectiveness of the strategy.

Person Responsible

Eleonora Cuesta


Schedule

Monthly, from 9/8/2014 to 6/3/2015


Evidence of Completion

Students' performance in weekly class assessments in Reading, Mathematics and Science, Reading Plus reports, Interim Assessments in Reading and Mathematics and the 2015 ELA and Mathematics FSA


G2. Just Arts and Management Charter Middle School will use the Early Warning System to provide strategic interventions and strategies that address the academic performance of at-risk students: students scoring a Level 1 on a statewide assessment in ELA or Mathematics, students who fail a Reading or Mathematics course, students who fail two or more courses, students with excessive absences, and students with suspensions. **1**

 G046064

G2.B3 Student's academic deficiencies that are due to vocabulary acquisition which affect learning in Reading, Mathematics and Science. **2**

 B124763

G2.B3.S1 Provide students with specific targeted strategies to increase their academic vocabulary acquisition in order to facilitate understanding of content concepts. **4**

 S136672

Strategy Rationale

The repeated instruction of academic words and the application of these words in multiple contexts significantly increases students comprehension and understanding of concepts.

Action Step 1 **5**

Students in the lowest 25th percentile in reading will receive 60 minutes of targeted instruction in reading through the Study Skills Program.

Person Responsible

Elizabeth Simon

Schedule

Weekly, from 10/6/2014 to 5/8/2015

Evidence of Completion

Study Skills Program rosters, Study Skills Program weekly classwork

Action Step 2 **5**

Students will complete lessons in Reading Plus.

Person Responsible

Elizabeth Simon

Schedule

Weekly, from 9/1/2014 to 5/8/2015

Evidence of Completion

Reading Plus class reports.

Action Step 3 5

Students in the lowest 25th percentile in Mathematics will receive 60 minutes of targeted instruction in mathematics through the Study Skills Program.

Person Responsible

Elizabeth Simon

Schedule

Weekly, from 10/6/2014 to 5/8/2015

Evidence of Completion

Study Skills Program rosters, Study Skills Program weekly classwork

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrators will monitor with weekly walk-through visits during the Study Skills Program and will review attendance sheets for the program.

Person Responsible

Elizabeth Simon

Schedule

Weekly, from 10/6/2014 to 5/8/2015

Evidence of Completion

Walk-through visits observations, attendance sheets, students weekly classwork.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The Reading Coach will monitor the fidelity of implementation of the completion of Reading plus lessons.

Person Responsible

Jeanette Melian

Schedule

Weekly, from 9/1/2014 to 5/8/2015

Evidence of Completion

Reading Plus class and site reports.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrators will monitor with weekly walk-through visits during the Study Skills Program and will review attendance sheets for the program.

Person Responsible

Elizabeth Simon

Schedule

Weekly, from 10/6/2014 to 5/8/2015

Evidence of Completion

Walk-through visits observations, attendance sheets, students weekly classwork.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The Administrators will meet with the Study Skills Program teachers to review student work samples, assessments to determine the effectiveness of the implementation of the program.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 10/6/2014 to 5/8/2015

Evidence of Completion

Student work samples, class assessments, attendance records,

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The Reading Coach will review the Reading Plus class and site reports focusing on student performance levels and completion of lessons.

Person Responsible

Jeanette Melian

Schedule

Monthly, from 9/1/2014 to 5/8/2015

Evidence of Completion

Reading Plus class and site reports.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The Administrators will meet with the Study Skills Program teachers to review student work samples, assessments to determine the effectiveness of the implementation of the program.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 10/6/2014 to 5/8/2015

Evidence of Completion

Student work samples, class assessments, attendance records,

G2.B4 Student absences are due to frequent illnesses. 2

 B127221

G2.B4.S1 Provide parents with information regarding keeping kids healthy and when to keep their child at home if they are ill. 4

 S139251

Strategy Rationale

Parents that are informed about ways to keep their child healthy and the school policy regarding sick children at school will be better equipped to take action.

Action Step 1 5

Schedule parents of students with excessive absences to meet with the Attendance Review Committee (ARC) once every 9 week period.

Person Responsible

Maria Jimenez

Schedule

Quarterly, from 10/27/2014 to 6/3/2015

Evidence of Completion

Attendance Review Committee Meetings, Student Attendance Record reports.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administrators will monitor the Attendance Review Committee Meetings.

Person Responsible

Elizabeth Simon

Schedule

Quarterly, from 10/27/2014 to 6/3/2015

Evidence of Completion

Attendance Review Committee meetings, students attendance record reports.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Administrators will monitor Student Attendance Record Reports to determine effectiveness.

Person Responsible

Elizabeth Simon


Schedule

Quarterly, from 10/27/2014 to 6/3/2015


Evidence of Completion

Student Attendance Record Reports.

G2.B5 Students do not adequately understand the conduct expected of the as noted in the Code of Student Conduct. **2**

 B127222

G2.B5.S1 Provide students with additional opportunities to practice the correct and expected behaviors according to the Code of Student Contract in all areas of the school. **4**

 S139254

Strategy Rationale

Students who know and understand what the behavioral expectations are and have an opportunity to demonstrate that knowledge, will exhibit correct behavior.

Action Step 1 **5**

Continue the "Caught You Being Good" incentive strategy program for student behavior in all common areas as a mean to promote positive behavior. Students will be receive a reward token if they are exhibiting proper behavior.

Person Responsible

Maria Jimenez

Schedule

Daily, from 9/8/2014 to 6/3/2015

Evidence of Completion

Colored Coin tokens, Posters displayed around the school with the, "Caught You Being Good" token system.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 **6**

Administrators will monitor faculty and staff's use of distributing coin tokens to students for exhibiting proper behavior in all areas of the school.

Person Responsible

Eleonora Cuesta

Schedule

Daily, from 9/1/2014 to 6/3/2015

Evidence of Completion

Students Discipline Referral reports, students collecting their rewards with their coin tokens.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Administrators will review the Student Discipline Referral reports to determine the effectiveness of the strategy.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Student discipline referral record reports

G3. Just Arts and Management Charter Middle will increase the opportunities for students to engage and participate in STEM related activities to increase student achievement in STEM curriculum areas. 1

 G046070

G3.B1 The faculty is lacking sufficient training for implementing a comprehensive STEM curriculum. 2

 B115089

G3.B1.S1 Develop instructional activities that encourage students interest and engagement in STEM fields. 4

 S126673

Strategy Rationale

Students who are actively engaged in learning activities have a higher percentage rate of retaining the new information learned.

Action Step 1 5

Provide students with lessons on the nature of robotics.

Person Responsible

Isabel Alvarez

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Teacher lesson plans, project-based evidence.

Action Step 2 5

Increase professional development opportunities and instructional support to maintain the quality of instruction needed to prepare students in the fields of STEM.

Person Responsible

Eleonora Cuesta

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Teacher Professional Development Logs, implementation of strategies in the classroom.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administrators will conduct classroom walk-through visits to monitor the implementation of the robotics lessons.

Person Responsible

Eleonora Cuesta

Schedule

Weekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Classroom observations, teacher lesson plans, student work samples

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administrators will monitor teachers' professional development activities.

Person Responsible

Eleonora Cuesta

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Teacher Professional Development Logs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administrators will meet with teachers to look at data available in the STEM related curriculum areas and analyze areas of student growth and areas of need in order to make instructional adjustments as needed.

Person Responsible

Eleonora Cuesta

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Weekly classroom assessments, Unit assessments, Interim Assessments, Project-based evidence, student lab reports.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Provide teachers with information about upcoming and future District, local and state Professional Development workshops.

Person Responsible

Anna Perez


Schedule

Biweekly, from 9/22/2014 to 6/3/2015


Evidence of Completion

Teachers' leave requests for professional development activities, implementation of new strategies in the classroom.


G4. Just Arts and Management charter Middle will increase the level of family involvement in school events and activities in support of measurable improvement in student achievement. 1

 G046071

G4.B1 Parents varied work schedules prevent them from attending events and activities. 2

 B115101

G4.B1.S1 Host a variety of events and activities for different purposes at varied times in order to allow parents and families greater flexibility to attend. 4

 S126678

Strategy Rationale

Providing parents with the opportunities to attend events at different times and on different days increases the rate of attendance at school events.

Action Step 1 5

Communicate with parents about upcoming school events through a variety of methods so that they are able to make the arrangements needed in order to attend.

Person Responsible

Eleonora Cuesta

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Parent Sign-in Sheets at events.

Action Step 2 5

Conduct an FSA State Assessment Parent Night to support parents with information.

Person Responsible

Jeanette Melian

Schedule

On 10/15/2014

Evidence of Completion

Parent Sign-in Sheets at events.

Action Step 3 5

Conduct parent workshops and "How to" clinics to provide parents with strategies and techniques with helping their child with academics and behavior.

Person Responsible

Jeanette Melian

Schedule

Quarterly, from 11/3/2014 to 6/3/2015

Evidence of Completion

Parent Sign-in Sheets at events.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Attendance rosters will be monitored for each event. The enrollment in the Parents in Action (PIA) group will also be monitored.

Person Responsible

Elizabeth Simon

Schedule

Monthly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Attendance rosters for school events and Volunteer Hour Logs

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Attendance rosters will be monitored for each event.

Person Responsible

Elizabeth Simon

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Parent sign-in sheets for each event and volunteer logs.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

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	Students review the meanings of words and create personal visual images, and descriptions to assist them in expanding their understanding of meaning.	Melian, Jeanette	10/6/2014	Student worksheets using the Frayer Model, weekly vocabulary assessments.	6/3/2015 weekly
G1.B1.S2.A1	Teachers review the meanings of words with students and ask them to create personal, visual images and descriptions to assist them in expanding their understanding of meaning.	Melian, Jeanette	10/6/2014	Concept of Definition Maps student samples, weekly vocabulary assessments.	6/3/2015 weekly
G1.B1.S3.A1	Review with students the meanings of new vocabulary words and have them create personal, visual images and descriptions to help them remember the meaning.	Melian, Jeanette	10/6/2014	Semantic Feature Analysis Maps student worksheets, weekly vocabulary assessments.	6/3/2015 weekly
G3.B1.S1.A1	Provide students with lessons on the nature of robotics.	Alvarez, Isabel	8/25/2014	Teacher lesson plans, project-based evidence.	6/3/2015 weekly
G4.B1.S1.A1	Communicate with parents about upcoming school events through a variety of methods so that they are able to make the arrangements needed in order to attend.	Cuesta, Eleonora	8/18/2014	Parent Sign-in Sheets at events.	6/3/2015 daily
G2.B3.S1.A1	Students in the lowest 25th percentile in reading will receive 60 minutes of targeted instruction in reading through the Study Skills Program.	Simon, Elizabeth	10/6/2014	Study Skills Program rosters, Study Skills Program weekly classwork	5/8/2015 weekly
G1.B2.S1.A1	Students will analyze the meanings of new vocabulary words and create personal visual images, descriptions and definitions to assist them in remembering the meanings.	Melian, Jeanette	9/8/2014	Concept of Definition Maps, weekly vocabulary assessments.	6/3/2015 weekly
G2.B4.S1.A1	Schedule parents of students with excessive absences to meet with the Attendance Review Committee (ARC) once every 9 week period.	Jimenez, Maria	10/27/2014	Attendance Review Committee Meetings, Student Attendance Record reports.	6/3/2015 quarterly
G2.B5.S1.A1	Continue the "Caught You Being Good" incentive strategy program for student behavior in all common areas as a mean to promote positive behavior. Students will be receive a reward token if they are exhibiting proper behavior.	Jimenez, Maria	9/8/2014	Colored Coin tokens, Posters displayed around the school with the, "Caught You Being Good" token system.	6/3/2015 daily
G1.B1.S1.A2	Use interactive Students Vocabulary Notebooks to further reflect and organize their thoughts in writing around new concepts and ideas.	Melian, Jeanette	10/6/2014	Student Vocabulary Notebooks, weekly vocabulary assessments.	6/3/2015 weekly
G1.B1.S2.A2	Use interactive Student Vocabulary Notebooks the further reflect on and organize in writing their thoughts around new concepts and ideas.	Melian, Jeanette	10/6/2014	Student Vocabulary Notebooks.	6/3/2015 weekly
G1.B1.S3.A2	Use interactive Student Vocabulary Notebooks the further reflect on and organize in writing their thoughts around new concepts and ideas.	Melian, Jeanette	10/6/2014	Interactive Student Vocabulary Notebooks, weekly vocabulary assessments.	6/3/2015 weekly
G3.B1.S1.A2	Increase professional development opportunities and instructional support to maintain the quality of instruction needed to prepare students in the fields of STEM.	Cuesta, Eleonora	8/25/2014	Teacher Professional Development Logs, implementation of strategies in the classroom.	6/3/2015 monthly
G4.B1.S1.A2	Conduct an FSA State Assessment Parent Night to support parents with information.	Melian, Jeanette	10/15/2014	Parent Sign-in Sheets at events.	10/15/2014 one-time
G2.B3.S1.A2	Students will complete lessons in Reading Plus.	Simon, Elizabeth	9/1/2014	Reading Plus class reports.	5/8/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2	Students will use interactive Student Vocabulary Notebooks the further reflect on and organize in writing their thoughts around new vocabulary words, concepts and ideas.	Melian, Jeanette	9/8/2014	Student Vocabulary Notebooks.	6/3/2015 weekly
G4.B1.S1.A3	Conduct parent workshops and "How to" clinics to provide parents with strategies and techniques with helping their child with academics and behavior.	Melian, Jeanette	11/3/2014	Parent Sign-in Sheets at events.	6/3/2015 quarterly
G2.B3.S1.A3	Students in the lowest 25th percentile in Mathematics will receive 60 minutes of targeted instruction in mathematics through the Study Skills Program.	Simon, Elizabeth	10/6/2014	Study Skills Program rosters, Study Skills Program weekly classwork	5/8/2015 weekly
G1.MA1	Data from a variety of sources will be used to determine progress towards the goal. Data from classroom assessments, Interim Assessments, Reading Plus reports, Study Skills Program, and Accelerated Reader reports. Based on the results of the data, instructional targets will be modified if needed.	Cuesta, Eleonora	10/6/2014	Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments data, Accelerated Reader reports and the 2015 ELA and Mathematics FSA.	6/3/2015 quarterly
G1.MA2	Data from a variety of sources will be used to determine progress towards the goal. Data is gathered from classroom assessments, Interim Assessments, Reading Plus reports, Study Skills Program data, and Accelerated Reader reports. Based on the results of the data, instructional targets will be modified if needed.		9/8/2014	Data from a variety of sources will be used to determine progress towards the goal. Data is gathered from classroom assessments, Interim Assessments, Reading Plus reports, Study Skills Program data, and Accelerated Reader reports, and the 2015 ELA and Mathematics FSA.	6/3/2015 monthly
G1.B1.S1.MA1	The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, data will be analyzed to adjust instruction. The Reading Coach will support teachers in the instructional planning process.	Melian, Jeanette	10/6/2014	Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments and the 2015 ELA and Mathematics FSA.	6/3/2015 biweekly
G1.B1.S1.MA4	Administrators will review the results of classroom assessments and student performance in vocabulary in Reading and Writing to determine the effectiveness of the strategy.	Cuesta, Eleonora	9/8/2014	Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments and the 2015 ELA FSA, 2015 Science FCAT 2.0.	6/3/2015 monthly
G1.B1.S1.MA1	The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that the strategy is being implemented with fidelity.	Cuesta, Eleonora	9/22/2014	Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments, Performance in Study Skills Program, and the 2015 ELA and Mathematics FSA.	6/3/2015 biweekly
G1.B1.S1.MA3	The administrators will review the implementation of the Student Interactive Vocabulary notebooks during classroom walk-through visits.	Cuesta, Eleonora	9/8/2014	Classroom observations. Student work samples, Student's Interactive Vocabulary Notebooks.	6/3/2015 monthly
G1.B2.S1.MA1	The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that progress is being made as well as make adjustments in instructional practices as needed. The Reading Coach will	Cuesta, Eleonora	9/8/2014	Students' performance in weekly class assessments in Reading, Mathematics and Science, Reading Plus reports, Reading and Mathematics Interim Assessments, Science Lab reports and the 2015 ELA and Mathematics FSA.	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	support teachers in the instructional planning process.				
G1.B2.S1.MA4	Administrators will review the results of classroom assessments and student performance in vocabulary in Reading and Writing to determine the effectiveness of the strategy.	Cuesta, Eleonora	9/8/2014	Students' performance in weekly class assessments in Reading, Mathematics and Science, Reading Plus reports, Interim Assessments in Reading and Mathematics and the 2015 ELA and Mathematics FSA	6/3/2015 monthly
G1.B2.S1.MA1	The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that the strategy is being implemented with fidelity.	Cuesta, Eleonora	9/8/2014	Students' performance in weekly class assessments in Reading, Reading Plus reports, Classroom Walk-through visits using the Observe 4 Success form.	6/3/2015 weekly
G1.B2.S1.MA2	The Administrators will review the implementation of the Student Interactive Vocabulary notebooks during classroom walk-through visits.	Cuesta, Eleonora	9/8/2014	Classroom observations. Student work samples, Student's Interactive Vocabulary Notebooks	6/3/2015 weekly
G1.B1.S2.MA1	The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, data will be analyzed to adjust instruction. The Reading Coach will support teachers in the instructional planning process.	Melian, Jeanette	10/6/2014	Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments in Reading and Mathematics and the 2015 ELA and Mathematics FSA, 2015	6/3/2015 biweekly
G1.B1.S2.MA4	Administrators will review the results of classroom assessments and student performance in vocabulary in Reading and Writing to determine the effectiveness of the strategy.	Cuesta, Eleonora	9/8/2014	Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments and the 2015 ELA FSA, 2015 Science FCAT 2.0.	6/3/2015 monthly
G1.B1.S2.MA1	The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that the strategy is being implemented with fidelity.	Cuesta, Eleonora	10/6/2014	Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments and the 2015 ELA and Mathematics FSA.	6/3/2015 biweekly
G1.B1.S2.MA3	The administrators will review the implementation of the Student Interactive Vocabulary notebooks during classroom walk-through visits.	Cuesta, Eleonora	9/8/2014	Classroom observations. Student work samples, Student's Interactive Vocabulary Notebooks.	6/3/2015 monthly
G1.B1.S3.MA1	The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that progress is being made as well as make adjustments in instructional practices as needed. The Reading Coach will support teachers in the instructional planning process.	Melian, Jeanette	10/6/2014	Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments in Reading and Mathematics and the 2015 ELA and Mathematics FSA.	6/3/2015 biweekly
G1.B1.S3.MA3	Administrators will review the results of classroom assessments and student performance in vocabulary in Reading and Writing to determine the effectiveness of the strategy.	Cuesta, Eleonora	9/8/2014	Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments and the 2015 ELA FSA, 2015 Science FCAT 2.0.	6/3/2015 monthly
G1.B1.S3.MA1	The Administrators will review the results of classroom assessments focusing on students' performance in vocabulary to ensure that the strategy is being implemented with fidelity.	Cuesta, Eleonora	10/6/2014	Students' performance in weekly class assessments in Reading, Reading Plus reports, Interim Assessments in Reading and Mathematics and the 2015 ELA and Mathematics FSA.	6/3/2015 biweekly
G1.B1.S3.MA4	The administrators will review the implementation of the Student	Cuesta, Eleonora	9/8/2014	Classroom observations. Student work samples, Student's Interactive Vocabulary Notebooks.	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Interactive Vocabulary notebooks during classroom walk-through visits.				
G2.MA1	Data available from the Study Skills program in Reading: Student work samples, weekly assessments	Simon, Elizabeth	10/6/2014	Data available from the Study Skills program in Reading: Student work samples, weekly assessments, Interim Assessments Reading, 2015 ELA FSA.	6/3/2015 monthly
G2.MA2	Data from the Reading Plus site reports.	Melian, Jeanette	9/22/2014	Data from the Reading Plus site reports, Interim Assessments, 2015 ELA FSA.	5/8/2015 quarterly
G2.MA3	Data available from the Study Skills program in Mathematics: Student work samples, weekly assessments	Cuesta, Eleonora	10/6/2014	Data available from the Study Skills program in Mathematics: Student work samples, weekly assessments, Interim Assessments Mathematics, 2015 Mathematics FSA.	6/3/2015 monthly
G2.MA4	Administrators will look at Student Attendance Record Reports for all grade levels to determine progress toward goal.	Simon, Elizabeth	10/27/2014	Student Attendance Record Reports.	6/3/2015 quarterly
G2.MA5	Administrators will review the Student Discipline Referral reports to determine the effectiveness of the strategy.	Cuesta, Eleonora	9/8/2014	Student Discipline Referral reports.	6/3/2015 monthly
G2.B3.S1.MA1	The Administrators will meet with the Study Skills Program teachers to review student work samples, assessments to determine the effectiveness of the implementation of the program.	Cuesta, Eleonora	10/6/2014	Student work samples, class assessments, attendance records,	5/8/2015 monthly
G2.B3.S1.MA5	The Reading Coach will review the Reading Plus class and site reports focusing on student performance levels and completion of lessons.	Melian, Jeanette	9/1/2014	Reading Plus class and site reports.	5/8/2015 monthly
G2.B3.S1.MA6	The Administrators will meet with the Study Skills Program teachers to review student work samples, assessments to determine the effectiveness of the implementation of the program.	Cuesta, Eleonora	10/6/2014	Student work samples, class assessments, attendance records,	5/8/2015 monthly
G2.B3.S1.MA1	Administrators will monitor with weekly walk-through visits during the Study Skills Program and will review attendance sheets for the program.	Simon, Elizabeth	10/6/2014	Walk-through visits observations, attendance sheets, students weekly classwork.	5/8/2015 weekly
G2.B3.S1.MA3	The Reading Coach will monitor the fidelity of implementation of the completion of Reading plus lessons.	Melian, Jeanette	9/1/2014	Reading Plus class and site reports.	5/8/2015 weekly
G2.B3.S1.MA4	Administrators will monitor with weekly walk-through visits during the Study Skills Program and will review attendance sheets for the program.	Simon, Elizabeth	10/6/2014	Walk-through visits observations, attendance sheets, students weekly classwork.	5/8/2015 weekly
G2.B4.S1.MA1	Administrators will monitor Student Attendance Record Reports to determine effectiveness.	Simon, Elizabeth	10/27/2014	Student Attendance Record Reports.	6/3/2015 quarterly
G2.B4.S1.MA1	Administrators will monitor the Attendance Review Committee Meetings.	Simon, Elizabeth	10/27/2014	Attendance Review Committee meetings, students attendance record reports.	6/3/2015 quarterly
G2.B5.S1.MA1	Administrators will review the Student Discipline Referral reports to determine the effectiveness of the strategy.	Cuesta, Eleonora	9/8/2014	Student discipline referral record reports	6/3/2015 monthly
G2.B5.S1.MA1	Administrators will monitor faculty and staff's use of distributing coin tokens to students for exhibiting proper behavior in all areas of the school.	Cuesta, Eleonora	9/1/2014	Students Discipline Referral reports, students collecting their rewards with their coin tokens.	6/3/2015 daily
G3.MA1	The data collected will come from different sources: Weekly classroom		9/22/2014	The data collected will come from different sources: Weekly classroom	6/3/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	assessments, Unit assessments, Interim Assessments, Project-based evidence, student lab reports.			assessments, Unit assessments, Interim Assessments, Project-based evidence, student lab reports.	
G3.B1.S1.MA1	Administrators will meet with teachers to look at data available in the STEM related curriculum areas and analyze areas of student growth and areas of need in order to make instructional adjustments as needed.	Cuesta, Eleonora	9/22/2014	Weekly classroom assessments, Unit assessments, Interim Assessments, Project-based evidence, student lab reports.	6/3/2015 quarterly
G3.B1.S1.MA4	Provide teachers with information about upcoming and future District, local and state Professional Development workshops.	Perez, Anna	9/22/2014	Teachers' leave requests for professional development activities, implementation of new strategies in the classroom.	6/3/2015 biweekly
G3.B1.S1.MA1	Administrators will conduct classroom walk-through visits to monitor the implementation of the robotics lessons.	Cuesta, Eleonora	9/22/2014	Classroom observations, teacher lesson plans, student work samples	6/3/2015 weekly
G3.B1.S1.MA2	Administrators will monitor teachers' professional development activities.	Cuesta, Eleonora	9/22/2014	Teacher Professional Development Logs.	6/3/2015 quarterly
G4.MA1	The sign-in rosters for the school events and activities will be reviewed and a comparison will be made of the number of parents attending daytime events and evening events.	Simon, Elizabeth	9/22/2014	School events and activities sign-in rosters.	6/3/2015 quarterly
G4.B1.S1.MA1	Attendance rosters will be monitored for each event.	Simon, Elizabeth	9/22/2014	Parent sign-in sheets for each event and volunteer logs.	6/3/2015 quarterly
G4.B1.S1.MA1	Attendance rosters will be monitored for each event. The enrollment in the Parents in Action (PIA) group will also be monitored.	Simon, Elizabeth	9/22/2014	Attendance rosters for school events and Volunteer Hour Logs	6/3/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Just Arts and Management Charter Middle School will increase the application of vocabulary strategies across all core instructional areas.

G1.B1 Lack of instructional continuity of vocabulary strategies in the core instruction.

G1.B1.S1 Use the Frayer Model to assist students in expanding their understanding of academic vocabulary.

PD Opportunity 1

Students review the meanings of words and create personal visual images, and descriptions to assist them in expanding their understanding of meaning.

Facilitator

Jeanette Melian

Participants

Teachers

Schedule

Weekly, from 10/6/2014 to 6/3/2015

PD Opportunity 2

Use interactive Students Vocabulary Notebooks to further reflect and organize their thoughts in writing around new concepts and ideas.

Facilitator

Jeanette Melian

Participants

Teachers

Schedule

Weekly, from 10/6/2014 to 6/3/2015

G3. Just Arts and Management Charter Middle will increase the opportunities for students to engage and participate in STEM related activities to increase student achievement in STEM curriculum areas.

G3.B1 The faculty is lacking sufficient training for implementing a comprehensive STEM curriculum.

G3.B1.S1 Develop instructional activities that encourage students interest and engagement in STEM fields.

PD Opportunity 1

Increase professional development opportunities and instructional support to maintain the quality of instruction needed to prepare students in the fields of STEM.

Facilitator

District Personnel

Participants

Teachers

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 2: Just Arts and Management Charter Middle School will use the Early Warning System to provide strategic interventions and strategies that address the academic performance of at-risk students: students scoring a Level 1 on a statewide assessment in ELA or Mathematics, students who fail a Reading or Mathematics course, students who fail two or more courses, students with excessive absences, and students with suspensions.	4,758
Goal 3: Just Arts and Management Charter Middle will increase the opportunities for students to engage and participate in STEM related activities to increase student achievement in STEM curriculum areas.	1,099
Grand Total	5,857

Goal 2: Just Arts and Management Charter Middle School will use the Early Warning System to provide strategic interventions and strategies that address the academic performance of at-risk students: students scoring a Level 1 on a statewide assessment in ELA or Mathematics, students who fail a Reading or Mathematics course, students who fail two or more courses, students with excessive absences, and students with suspensions.

Description	Source	Total
B1.S1.A1 - Common Core Reading Resource books		1,114
B1.S1.A3 - Common Core Mathematics Resource Books		1,114
B3.S1.A1 - Common Core ELA FSA Resource Books	General Fund	1,115
B3.S1.A2 - Reading Plus Incentives and Prizes	School Improvement Funds	300
B3.S1.A3 - Common Core FSA Mathematics resource materials	General Fund	1,115
Total Goal 2		4,758

Goal 3: Just Arts and Management Charter Middle will increase the opportunities for students to engage and participate in STEM related activities to increase student achievement in STEM curriculum areas.

Description	Source	Total
B1.S1.A1 - Robotics Software Program	General Fund	599
B1.S1.A2 - Robotics Course Professional Development	General Fund	500
Total Goal 3		1,099