

Miami-Dade County Public Schools

Homestead Middle School



2015-16 School Improvement Plan

Homestead Middle School

650 NW 2ND AVE, Homestead, FL 33030

<http://homesteadmiddle.dadeschools.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	94%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	D	D

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	40
Appendix 2: Professional Development and Technical Assistance Outlines	43
Professional Development Opportunities	44
Technical Assistance Items	46
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 Homestead Middle School is to provide a rigorous and engaging curriculum in a safe, nurturing, collaborative environment, where a knowledgeable faculty welcomes students and addresses their diverse needs.

Provide the school's vision statement

Our school community is committed to empowering our students with the intellectual, social, and emotional skills to succeed in a global, digital society as we challenge them to rise to their potential.

School Environment

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

The faculty and staff at Homestead Middle School is committed to providing every student with a quality education and an environment where students feel safe, respected and nurtured. Students are greeted every morning by City Year corps members and staff with a morning chant. Through our mentoring program, we highlight the potential of each student and teach them the importance of responsibility, manners, and qualities of a model student. The International Baccalaureate (IB) program at Homestead Middle School aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Students participate in interactive lessons focusing on the district's core values (Values Matter-Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, Responsibility). Throughout the school year, students at Homestead Middle School receive a variety of culturally based programs and activities that enhance their learning experiences and overall development. Teachers and students participate in many different activities throughout the year that include: Hispanic Heritage Month, Career Day, Literacy Initiatives, Science Fair, Black History Month, Drug Free (Red Ribbon Week), October Breast Cancer Awareness Month, IB Community Service Projects, Anti-bullying, Character Education and Core Values. Participation in these programs allow our students an opportunity to adapt to their social surroundings and conduct themselves appropriately in real-world situations.

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

Homestead Middle School understands that student safety is the number one priority at all times. We have implemented a school safety plan where we have strategically assigned school security monitors, teachers and administrators throughout the building before school, during and after-school dismissal. Students enter our building every morning and report to the cafeteria and/or school auditorium where they are monitored at all times by school personnel. We encourage our students to communicate any problems/issues they may be having with any faculty and/or staff member. City Year corps members and school guidance counselor are available to students throughout the day. School guidance counselor provides individual and group counseling to students in order to meet the developmental, preventive, and remedial needs of students. At the beginning of the school year, students attended a mandatory grade level orientation where school rules, systems and expectations (academic and behavior) were discussed and students were introduced to the school leadership team. During the school day, students are encouraged to exhibit model student behavior and are

rewarded with GATOR dollars for displaying the GATOR standards of a model student. Students then redeem their GATOR dollars for weekly incentives and special events that are planned monthly.

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

Establishing effective discipline practices are critical to ensuring that academic success and a safe learning environment are maintained. The Miami-Dade County Public School Code of Student Conduct (COSC) has been designed, and will be implemented in order to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities. This is available to all students and parents via the school website. Our school wide discipline plan is aligned with the districts code of student conduct and ensures that students with behavior issues are addressed properly and fairly. A progressive behavior system is in place to ensure students are equally treated, appropriate consequences are given and expectations for all students are consistent. Teachers have received professional development on school-wide discipline and Positive Behavior Support (PBS).

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

Homestead Middle School ensures that social-emotional needs of all students are met with the use of a grade level mentoring program, City Year support and school guidance counseling (student services). School Counselor provides all students growth in four areas of skill development: academic, personal/social, career/community awareness and health.

- Students are taught to understand the value of developing positive habits and attitudes which will enable him/her to accept academic challenges and benefit from school and the life-long learning process.
- Students are encouraged to identify personal strengths and challenges through self-assessment, accept personal attributes, and develop a desire to improve in chosen areas.
- Student are assisted in understanding the world of work and his/her responsibility to society and the community.
- Student are taught to understand the value of developing habits and behaviors that promote healthy lifestyles.

Our grade level mentoring program that is implemented through weekly Grade Level Team meetings consist of all faculty and staff members having students assigned to them. These students have been identified by the team based on academic performance, behavior and attendance concerns. Mentors are responsible for monitoring student progress and providing support to the assigned students weekly. City Year corps members meet with students daily during lunch to provide one-to-one mentoring support.

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

Students at Homestead Middle School are motivated to attend school regularly as school wide attendance competitions are held to inspire good attendance. Homestead Middle School reviews a number of Early Warning Indicators in order to develop a plan of action to provide the appropriate intervention. Student academic progress is monitored with the use of Thinkgate Management System, Progress Monitoring and Reporting Network (PMRN), District Principal Portal Reports, Florida Comprehensive Assessment Test (FCAT) data, District Interim Data and Student

Performance Indicators (SPI). To identify students who may need additional intervention, data from COGNOS, which includes students' school attendance history, Student Case Management System, teacher/parent referrals, and indoor and outdoor suspension reports will be utilized to summarize tiered data. Our school Social Worker meets with students who are showing signs of truancy.

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	7	8	
Attendance below 90 percent	18	65	67	150
One or more suspensions	14	6	3	23
Course failure in ELA or Math	51	26	21	98
Level 1 on statewide assessment	21	142	168	331

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	27	107	125	259

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

In order to implement intervention strategies to improve the academic performance of students identified by the early warning systems, data is collected and analyzed. The Leadership Team at Homestead Middle School continually works together on developing and maintaining a problem solving system that ensures positive student performance outcomes are possible through the use of effective student intervention and enrichment programs. Grade Level Team meetings take place weekly and teachers meet to discuss and identify students who are struggling academically, behaviorally and have been identified as truant. We utilize all available information to look for patterns and identify school climate issues that may contribute to possible cause related to poor attendance and/or low academic performance. Administration and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students who are failing academically. Our goal is to address all indicators to ensure the academic success of all students. Additional Reading and Mathematics interventions are offered to identified students by City Year as well as before and after-school tutoring. Positive Behavior (PBS) is rewarded in a variety of ways. Numerous initiatives are in place to reward positive behavior such as: Values Matter, Do the Right Thing, 5000 Role Models, Honor Roll Ceremonies, Field Trips, PBS GATOR rewards (GATOR Dollars) and PTA sponsored activities.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/197919>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Effective school-family-community partnerships are an integral part of Homestead Middle School. The PTSA has joined with the administrative team to network with the surrounding community and build partnerships that foster our school's mission/vision. Homestead Middle School takes pride in creating a welcoming and communicative environment for all parents and Community Business Leaders when they enter our school. We make every effort to communicate with parents and all stakeholders regularly through our school website and monthly calendar of events. We have created partnerships in the community that support the overall goal of our school that focuses on student achievement. Homestead Middle School will continue to involve the local community through several organized meetings to include but not limited to PTSA meetings and EESAC meetings to develop a partnership of support for our students.

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:

Name	Title
Anderson, Keith	Principal
Lopez, Catherine	Assistant Principal
Britton, Jonathan	Assistant Principal
Nelson, Valerie	Teacher, K-12
Revere, Reginald	Instructional Coach
Andre, Shirley	Guidance Counselor
Bess, Justin	Teacher, K-12
Montoya, Irahima	Teacher, ESE
Gonzales-Ferguson, Priscila	Instructional Coach
Hunte, Akilah	Other
Burrows, Astra	Instructional Coach

Duties

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

The Principal at Homestead Middle School, will provide a common vision for the use of data-based decision-making, ensure that the school based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure

adequate professional

development to support MTSS implementation, and communicate with parents regarding school-based

MTSS plans and activities.

- Assistant Principals of Curriculum, will provide guidance on K-12 comprehensive reading, mathematics, and science plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
- Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
- The Exceptional Education Chairperson, will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co teaching.
- The Math Coach, will provide professional development as it relates to differentiated instruction and use of manipulatives in Mathematics.
- The Reading Coaches, will develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and instruction.
- The School Counselor, will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual 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 Homestead Middle School Leadership Team reviews discipline data monthly, uses data to inform the 4 step problem solving process and identifies problems, develops interventions and evaluates outcomes, reviews process outcome data through walk-throughs, and reviews data with the entire staff at quarterly.

Title I, Part A

Services are provided to Homestead Middle School to ensure students requiring additional remediation are

assisted through extended learning opportunities (before-school and/or after-school programs, Saturday

Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development

needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and

evaluate school core content standards/ programs; identify and analyze existing literature on scientifically

based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of

student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for

children to

be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and

data analysis; participate in the design and delivery of professional development; and provide support for

assessment and implementation monitoring. Other components that are integrated into the school-wide

program include an extensive Parental Program; and special support services to special needs populations such as homeless, neglected and delinquent students.

Title I, Part C- Migrant

Homestead Middle School provides services and support to migrant students and parents.

Informational meetings on school policies/procedures, parental involvement, and curriculum (i.e, FSA/FCAT 2.0 Informational Meeting) are provided by the Principal, Assistant Principals and Instructional Coaches. Teachers provide Saturday tutoring services to migrant students at the camp.

The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. The liaison also provides supplemental academic intervention in the areas of Reading and Mathematics during the school day based on student needs.

Title I, Part D

At Homestead Middle School, the District receives funds to support the Educational Alternative Outreach

program. Services at Homestead Middle School are coordinated with district Drop-out Prevention programs.

Title II

At Homestead Middle School, the District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release

time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

At Homestead Middle School, Title III funds are used to supplement and enhance the programs for English

Language Learner (ELL) students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- hardware and software for the development

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Keith A. Anderson	Principal
Lynn Scott	Teacher
Elsa Orama	Education Support Employee
Reginal Revere	Parent
Martavius Nesmith	Parent
Donald Richards	Teacher
Marcey Boynton	Teacher
Joshua Rosenthal	Teacher
Akilah Hunte	Business/Community
Marie Juste	Teacher
Astra Burrows	Teacher
Geneva Thompson	Student
Jose Ponce-Portillo	Student

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

Homestead Middle School reviews the School Improvement Plan periodically during the Educational Excellence Advisory Council (EESAC) meetings. During the first meeting, the EESAC committee reviewed the 2014-2015 data to determine the effectiveness of the strategies implemented and discussed areas of concern and areas of growth. It was determined by the EESAC committee that the strategies were appropriate and effective; however, Annual Measurable Objectives in both reading and mathematics were not met.

Development of this school improvement plan

The purpose of the Educational Excellence School Advisory Council (EESAC) is to foster an environment of professional collaboration among all education stakeholders to help create a learning environment that will empower students. The development of the School Improvement Plan involved all stakeholders present during the Educational Excellence Advisory Council (EESAC) meeting at the beginning of the 2015-2016 school year. Goals to be addressed included core academic areas, parental involvement, early warning systems and overall success of the school. The SAC committee will focus on monitoring student academic progress (using various data measures) to ensure that the SIP strategies are aligned to student's needs. Data will be reviewed throughout the year to monitor school-wide literacy initiatives, mathematics and science programs, also reviewing and evaluating the RtI processes at the school site.

Preparation of the school's annual budget and plan

The Principal shares information regarding the School's Budget with the School Advisory Council (SAC). The SAC reviews instructional strategies suggested to be implemented by each grade level. Members are always encouraged to make their own suggestions, share ideas and concerns in reference to curriculum changes and use of available funds. This year, the Educational Excellence Advisory Council budget was \$3,563.64. A proposal for the expenditure of the EESAC funds was presented during the October 3, 2014 meeting. The committee determined and approved that \$2,999.00 would be allocated towards student incentives.

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

The Educational Excellence Advisory Council (EESAC) funds were allocated as follows:

- 45% to student incentives
- 45% to parent/community based initiatives focus on improving student achievement
- 10% to student supplies

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:**

Name	Title
Lopez, Catherine	Assistant Principal
Britton, Jonathan	Assistant Principal
Grant, Brittni	Teacher, K-12
Jackson, Regina	Instructional Coach
Revere, Reginald	Instructional Coach
Nelson, Valerie	Teacher, K-12
Bess, Justin	Teacher, K-12
Montoya, Irahima	Teacher, ESE
Gonzales-Ferguson, Priscila	Instructional Coach
Burrows, Astra	Instructional Coach

Duties**Describe how the LLT promotes literacy within the school**

The Homestead Middle School Literacy Leadership Team (LLT) participates in the analysis of student data that drive instructional implications across the curriculum. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his support of teachers and coaches. The HMS LLT understands the literacy challenges of the populations of students whom we serve. The reading coaches are vital in the process of providing job embedded professional development at the school level. The HMS LLT will develop a plan to infuse literacy practices throughout the school employing the following:

- (1) Power of Literacy Enrichment Lessons
- (2) Literacy Night
- (3) Literacy Week
- (4) MyON
- (5) Accelerated Reader
- (6) Book Club
- (7) Lesson Study/PLC's
- (8) Writing Across the Curriculum

The goal of the Homestead LLT is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. Homestead Middle School will develop and continue to improve a productive literacy program that employs different approaches to achieving success.

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

Teachers at Homestead Middle School have the opportunity to work together during faculty meetings, school-wide professional development, department/team meetings and weekly common planning sessions. During common planning teachers provided with the opportunity to collaborate and work together to develop quality lesson plans that are aligned to the standards. Teachers engage in professional learning communities through a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of student achievement.

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

In order to recruit, and to retain highly qualified, certified-in-field, effective teachers, the Principal along with identified members of the school leadership team, will continue to actively promote the school and its magnet education program, the IB-MYP, attend District-sponsored recruitment fairs, such as the TFA Hiring Fair, as well as continue to provide meaningful professional development opportunities focused on surrounding early career teachers with systems of support designed to give them exposure to best practices, effective planning/instructional delivery and researched-based active learning strategies.

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

Each Beginning and Early Career (2-3 years) teacher will be paired with a certified MINT mentor, or Buddy teacher who will meet with them weekly to assist them in key areas of their instructional practice, such as effective planning and classroom environment/management. Only teachers who are Highly Qualified, and who have been trained and certified through the District's MINT Mentor program will be considered. From this pool, consideration will then be given to subject area certification, teacher effectiveness, and those whose knowledge of there is at the mastery level, when deciding on how mentees and mentors will be paired. MINT is aligned with the Florida Educators Accomplished Practices (FEAP) and provides sustained support.

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

At the beginning of the school year, teachers are provided with several documents to ensure that instructional programs, materials and activities are aligned to the Florida Standards. These materials include the Item Specifications, Florida Standards Question Task Cards, and District/ETO Pacing Guide. Teachers participate in weekly common planning sessions where instructional coaches

facilitate the process of unwrapping the standards. Through the process of unwrapping the standard, teachers are able to identify the knowledge and skills that will be required of students, and of teachers, to effectively learn and teach a particular skill. The process makes the learning objectives manageable for teachers and the learning goals clear for all students.

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 Leadership Team at Homestead Middle School meets on a weekly basis to help guide school wide decisions with the goal of increasing overall student achievement. Data is analyzed to determine students in need of intervention and enrichment. During our weekly meetings, data is shared and analyzed to identify strengths and weaknesses in all grade levels by content area. Based on data results, we are able to make instructional decisions. District Interim Assessments, iReady Diagnostic Assessments, Accelerated Reader and Topic/Quarterly Assessment data is disaggregated and shared with teachers. During common planning, teachers utilize data to plan differentiated instruction lessons to meet the individual needs of their students and instruction is data driven. Differentiated instruction is part of the school-wide instructional framework for all core subject areas.

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: After School Program

Minutes added to school year: 1,500

After-school ELL tutoring that provides instruction in core academic subjects: Reading, Mathematics and Science utilizing research-based instructional materials. ELL tutoring will begin in November 2016 and will be offered twice a week (2 hours per week).

Strategy Rationale

Title III funds are awarded to the school to provide supplemental tutoring to ELL students. The program has been initiated to provide assistance in reading/writing, as well as, in the content areas, i.e., mathematics and science. Tutorials in the content areas are designed to provide, in a language other than English, selected basic skills and concepts which are generally offered in English.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lopez, Catherine, lopezc021@dadeschools.net

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

School site assessments will be administered periodically to monitor the progress and determine if the students are responding to the programs.

Strategy: Weekend Program

Minutes added to school year: 1,440

Homestead Middle School will implement a Saturday School program that will consist of eight Saturdays with three hours of explicit instruction. Instruction provided will be differentiated to meet the needs of individual students, Saturday Academy will begin in January 2015.

Strategy Rationale

The implementation of the program will help strengthen student foundational skills and increase their fluency levels in both Reading and Mathematics. Students in 8th Grade will also receive additional Science and Writing instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Britton, Jonathan, jbritton@dadeschools.net

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

Teachers and Instructional Coaches will provide students with ongoing progress monitoring assessments. The technology programs implemented will also provide an on-going progress monitoring report. These reports will provide specific information on the areas where students need additional support in order to achieve continued progress and determine instructional needs.

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

Homestead Middle School offers parent meetings to allow for dissemination of information, discuss requirements and student academic expectations. School Guidance Counselor and support staff visit local elementary schools to provide students with information and recruit students to our International Baccalaureate Program (IBMYP). The IBMYP program allows student to make the connection between the relevance of what they are learning and the global impact. Students in this program complete standards-based projects and community service projects throughout the three year program. A school-wide High School Magnet Fair is held for all 8th grade students in November 2016 and students are guided through the application process. Homestead Middle School also promotes career exploration and technical education by working with students to complete career interest inventories (ConnectEDU) and match their interest to over 650 careers. School Guidance Counselor meets with students regularly to discuss grades and requirements needed to transition to high school.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

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.** Provide on-going support and services in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of Early Warning System.

- G2.** To increase student achievement by improving core instruction in all content areas.

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. Provide on-going support and services in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of Early Warning System. 1a

G070828

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- The School Counselor will provide individual support to those students who exhibit signs of distress as referred by the teachers. Switchboard of Miami will provide life lessons through their Life skills program. Individual agencies will provide counseling to students for deeper emotional issues.
- Community Liaison Specialist, Behavior Modification Specialist, Administration, Teacher and Student Services, Parent meetings and conferences.
- Using the school attendance plan with Administrators, Student Services, School Social Worker, Community Liaison Specialist, PBS Coach, and outside agencies.
- Implementation of Positive Behavior Support, Core Values Matter, Youth Empowerment Program, the "May I..." question and Campus Shield
- Student Services group and individual academic counseling. Before and after school tutoring. Magnet and career orientations.

Targeted Barriers to Achieving the Goal 3

- There is a need to improve the school culture and demographics as well as educate students on proper class etiquette.

Plan to Monitor Progress Toward G1. 8

The leadership team will discuss and review current data as students participate in ongoing progress monitoring of EWS, attendance and implementation of core values (PBS).

Person Responsible

Keith Anderson

Schedule

Weekly, from 9/17/2015 to 5/31/2016

Evidence of Completion

Truancy meeting documentation, Leadership Team meeting agendas, PBS (Hero data), attendance reports

G2. To increase student achievement by improving core instruction in all content areas. 1a

G070829

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Reading Coaches, Curriculum Support Specialist, State School Improvement Specialist, City Year Corp Members, Promethean Boards, and Built-in Common Planning,
- District Pacing, and Resources, including the Item Specification Cards and Planning Cards, and Writing Rubrics.
- Push-In Intervention with City Year
- Illustrative Mathematics; Engage New York; IReady; Reflex Math; Khan Academy; Textbooks; Common Planning; Model Lessons
- Unwrapping the standards
- Regularly scheduled access to a computer lab or media center in order to allow students the opportunity to complete Gizmos, interactive lessons, and virtual labs independently.
- Teachers will use the interactive student notebooks on a daily basis so that they can use if for reference as needed.
- Working with the reading and writing coaches in order to develop a common language between reading, writing and science in order to make it easier for students to make the connection between these disciplines.
- Social Studies specific professional development that supports standards-based instruction, EDGENUITY, NBC Learn, Discovery Education. For ALL core Social Studies instruction - Online Teacher Edition textbook that includes primary/secondary sources, graphic novels, graphic organizers, assessments, complete lesson plans with appropriate stimuli (political cartoons, tables, charts, graphs, pictures, quotes) and the student edition (online) textbook. In addition, 7th grade Civics need to utilize the 7th grade Civics Test Item Specifications (FLDOE) and Civics Task Cards and tablets.
- Teacher collaboration during common planning, professional development course for ESE training, instructional support from The Exceptional Student Education Office
- Common planning, professional development course for ESE training, instructional support from The Exceptional Student Education Office
- Professional development course for ESE training, instructional support from The Exceptional Student Education Office

Targeted Barriers to Achieving the Goal 3

- There is a need for deliberate and focused teacher-led differentiated instruction that promotes and scaffolds the deficiencies in both reading and the writing process, based on the limited evidence of aligned daily end products.
- Lack of alignment between objectives, activities, and benchmarks within teacher lesson plans, leading to insufficient time for students to independently and collaboratively grapple with the content.
- Effective collaborative planning and the lack of rigorous classroom instruction requiring active learning strategies on a daily basis.

- Limited evidence of continuum of services that result in the implementation of accommodations, universal design for learning (UDL) and differentiated instruction (DI)
- There is limited evidence of consistent instruction focusing on conceptual understanding and Fluency.

Plan to Monitor Progress Toward G2. 8

The leadership team will discuss and review current data as students participate in ongoing progress monitoring throughout the year with the use of informal classroom assessments, intervention data and district interim data.

Person Responsible

Keith Anderson

Schedule

Weekly, from 9/17/2015 to 5/31/2016

Evidence of Completion

Student work samples and district interim data results

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. Provide on-going support and services in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of Early Warning System. **1**

 G070828

G1.B4 There is a need to improve the school culture and demographics as well as educate students on proper class etiquette. **2**

 B184593

G1.B4.S1 Students will receive instruction in proper school etiquette through various programs such as PBS, Core Values Matter, Enrichment Homeroom and the Youth Empowerment Program. Students will be commended for demonstrating the values learned. **4**

 S196083

Strategy Rationale

Through the instructional review process it was determined that this strategy would provide the greatest impact on student achievement.

Action Step 1 **5**

Introduce key concepts in Positive Behavior Support, Workday Wednesday and Core Values Matter

Person Responsible

Justin Bess

Schedule

Weekly, from 9/17/2015 to 5/31/2016

Evidence of Completion

Faculty Meeting agenda, school emails, Enrichment block lessons, student behavior data

Action Step 2 5

Implement the lessons in each program through weekly PowerPoint presentations, newsletter, morning announcements and district website.

Person Responsible

Justin Bess

Schedule

Weekly, from 9/17/2015 to 5/31/2016

Evidence of Completion

PowerPoint, student journals, newsletter, poster

Action Step 3 5

Support the students and the teachers in completing lessons provided and addressing any issues in regards to school behaviors.

Person Responsible

Shirley Andre

Schedule

Weekly, from 9/17/2015 to 5/31/2016

Evidence of Completion

Classroom visit log, pictures. RtIA and RtIB data.

Action Step 4 5

Decrease school and classroom attendance concerns

Person Responsible

Shirley Andre

Schedule

Daily, from 9/17/2015 to 5/31/2016

Evidence of Completion

Student and parent contact log, teacher referrals, truancy packet

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The school Principal and Assistant Principals will conduct weekly walkthroughs to monitor the action steps and strategies being implemented with fidelity.

Person Responsible

Justin Bess

Schedule

Weekly, from 9/17/2015 to 5/31/2016

Evidence of Completion

The evidence to support this monitoring of the fidelity of implementation will consist of truancy data and reduction of EWS indicators.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The leadership team will meet weekly to discuss attendance, PBS support and EWS indicators in order to determine where instructional support is needed.

Person Responsible

Keith Anderson

Schedule

On 5/31/2016

Evidence of Completion

Leadership Team minutes/agendas, coaching cycle logs, truancy meeting documentation, EWS meetings, lesson plans (core values)

G2. To increase student achievement by improving core instruction in all content areas. 1

G070829

G2.B1 There is a need for deliberate and focused teacher-led differentiated instruction that promotes and scaffolds the deficiencies in both reading and the writing process, based on the limited evidence of aligned daily end products. 2

B184595

G2.B1.S1 Through common planning, coaching cycles and lesson studies, teachers will promote differentiated instruction that focuses on the writing process and scaffolds writing deficiencies based on the analysis of daily end products in Reading and ELA. Instruction will lead to addressing the reading deficiencies and the revision of daily writing and drafting of quality, rigorous culminating essays in ELA classes. 4

S196084

Strategy Rationale

Through the instructional review process it was determined that this strategy would provide the greatest impact on student achievement.

Action Step 1 5

Conduct ongoing professional development during common planning which focuses on instruction that will lead to increased writing through teacher-led differentiated instruction.

Person Responsible

Astra Burrows

Schedule

On 10/2/2015

Evidence of Completion

Coaching Log, Common Planning Agenda & Sign-In

Action Step 2 5

Support teachers in instruction through coaching cycles. The support will focus on enhancing writing deficiencies (based on the analysis of end products) through differentiated instruction.

Person Responsible

Astra Burrows

Schedule

Weekly, from 9/17/2015 to 10/16/2015

Evidence of Completion

Note Taking/Note Making, Coaching Logs, Lesson Plans, and Student Work Product

Action Step 3 5

Administrative walkthroughs to observe and gather evidence of teacher-led differentiated instruction which targets the remediation of writing deficiencies.

Person Responsible

Catherine Lopez

Schedule

Weekly, from 9/17/2015 to 10/16/2015

Evidence of Completion

Action Step 4 5

Conduct/Engage teachers in a Lesson Study that will focus on improving writing deficiencies through differentiated instruction.

Person Responsible

Priscila Gonzales-Ferguson

Schedule

On 10/30/2015

Evidence of Completion

Lesson Plans, Sign-in, Videos, Note Taking/Note Making

Action Step 5 5

Support teachers in instruction through coaching cycles. The support will focus on enhancing writing deficiencies (based on the analysis of end products) through differentiated instruction.

Person Responsible

Astra Burrows

Schedule

On 11/13/2015

Evidence of Completion

Note Taking/Note Making, Coaching Logs, Lesson Plans, and Student Work Product

Action Step 6 5

Administrative walkthroughs to observe and gather evidence of teacher-led differentiated instruction which targets the remediation of writing deficiencies.

Person Responsible

Keith Anderson

Schedule

Weekly, from 9/17/2015 to 11/13/2015

Evidence of Completion

Administrative Walkthrough Documentation

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The school Principal and Assistant Principals will conduct weekly walkthroughs to monitor the action steps and strategies being implemented with fidelity.

Person Responsible

Catherine Lopez

Schedule

Weekly, from 9/17/2015 to 5/31/2016

Evidence of Completion

The evidence to support this monitoring of the fidelity of implementation will consist of administrative walkthrough logs as well as student work (end products).

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The leadership team will meet weekly to discuss classroom observations and coaching cycles in order to determine where instructional support is needed.

Person Responsible

Keith Anderson

Schedule

On 5/31/2016


Evidence of Completion

Leadership Team minutes/agendas, coaching cycle logs, lesson plans, student work folders and lesson study documentation.

G2.B7 Lack of alignment between objectives, activities, and benchmarks within teacher lesson plans, leading to insufficient time for students to independently and collaboratively grapple with the content. 2

 B184601

G2.B7.S1 Structured 8th grade biweekly common planning which includes addressing teacher gaps in content, alignment of lesson plan to GRRM instructional framework, and modeling ideal responses, lesson delivery, probing, and other elements of the lesson execution. 4

 S196085

Strategy Rationale

Through the instructional review process it was determined that this strategy would provide the greatest impact on student achievement.

Action Step 1 5

Coaching cycles on lesson planning and delivery of a fully aligned GRRM lesson in 8th grade. This will include with providing an exemplar lesson and modeling the execution of that plan.

Person Responsible

Jonathan Britton

Schedule

Weekly, from 9/17/2015 to 10/12/2015

Evidence of Completion

Lesson plans, coaching documentation

Action Step 2 5

Instructional Supervisor and CSS will develop a common planning framework to set objectives and an agenda for common planning.

Person Responsible

Jonathan Britton

Schedule

Weekly, from 9/17/2015 to 10/12/2015

Evidence of Completion

Lesson plans, coaching documentation

Action Step 3 5

8th grade common planning bi-weekly with teacher to backwards plan fully aligned GRRM lessons

Person Responsible

Jonathan Britton

Schedule

Biweekly, from 9/17/2015 to 10/12/2015

Evidence of Completion

Lesson plans, coaching documentation

Action Step 4 5

Administrative and support personnel will conduct walkthroughs and observations of both planning and lesson delivery to provide feedback.

Person Responsible

Keith Anderson

Schedule

Weekly, from 9/17/2015 to 10/16/2015

Evidence of Completion

Lesson plans, coaching documentation, administrative walkthrough logs

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

The school Principal and Assistant Principals will conduct weekly walkthroughs to monitor the action steps and strategies being implemented with fidelity.

Person Responsible

Keith Anderson

Schedule

Weekly, from 9/17/2015 to 5/31/2016

Evidence of Completion

The evidence to support this monitoring of the fidelity of implementation will consist of administrative walkthrough logs as well as student work (end products).

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

The leadership team will meet weekly to discuss classroom observations and coaching cycles in order to determine where instructional support is needed.

Person Responsible

Jonathan Britton

Schedule

On 5/31/2016

Evidence of Completion

Leadership Team minutes/agendas, coaching cycle logs, lesson plans, student work folders and lesson study documentation.

G2.B10 Effective collaborative planning and the lack of rigorous classroom instruction requiring active learning strategies on a daily basis. 2

 B184604

G2.B10.S1 Provide support to Administration, Literacy Coach and teachers in order to build capacity that supports common planning to align the NGSSS-Social Studies and Florida Standards (Reading-RH and Writing-WHST) for Social Studies. Expectation from common planning is the lesson plans are student-centered with instructional activities in which the STUDENTS demonstrate understanding through quality activities and end in a writing extension aligned to current standards. 4

 S196086

Strategy Rationale

Through the instructional review process it was determined that this strategy would provide the greatest impact on student achievement.

Action Step 1 5

Plan for a common planning that includes an itemized agenda using the Social Studies Instructional Framework, suggested lesson plan template with Gradual Release of Responsibility Model (GRRM) and expected outcomes.

Person Responsible

Astra Burrows

Schedule

Weekly, from 9/17/2015 to 5/31/2016

Evidence of Completion

Itemized Agenda

Action Step 2 5

Conduct common planning, according to agenda, in order to align the instructional resources, instructional framework and suggested lesson plan template to generate student-centered instructional activities and writing.

Person Responsible

Astra Burrows

Schedule

Weekly, from 9/17/2015 to 5/31/2016

Evidence of Completion

Lesson plans

Action Step 3 5

Implementation of lesson plans created through planning

Person Responsible

Catherine Lopez

Schedule

Weekly, from 9/17/2015 to 5/31/2016

Evidence of Completion

Lesson plans and execution of lessons

Action Step 4 5

Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.

Person Responsible

Catherine Lopez

Schedule

Weekly, from 9/17/2015 to 5/31/2016

Evidence of Completion

Administrative walkthrough documentation

Action Step 5 5

Administration to debrief with teachers, Literacy Coach, and ETO CSS and/or IS to determine next steps

Person Responsible

Keith Anderson

Schedule

On 5/31/2016

Evidence of Completion

Debrief notes

Plan to Monitor Fidelity of Implementation of G2.B10.S1 6

The school Principal and Assistant Principals will conduct weekly walkthroughs to monitor the action steps and strategies being implemented with fidelity.

Person Responsible

Keith Anderson

Schedule

Weekly, from 9/17/2015 to 5/31/2016

Evidence of Completion

The evidence to support this monitoring of the fidelity of implementation will consist of administrative walkthrough logs as well as student work (end products).

Plan to Monitor Effectiveness of Implementation of G2.B10.S1 7

The leadership team will meet weekly to discuss classroom observations and coaching cycles in order to determine where instructional support is needed.

Person Responsible

Schedule

Weekly, from 9/17/2015 to 5/31/2016

Evidence of Completion

Leadership Team minutes/agendas, coaching cycle logs, lesson plans, student work folders and lesson study documentation.

G2.B14 Limited evidence of continuum of services that result in the implementation of accommodations, universal design for learning (UDL) and differentiated instruction (DI) **2**

 B184608

G2.B14.S1 Assist teachers during common planning with purposeful lesson planning that incorporates strategies to address individualized students' accommodation as identified in students' individual educational plan. **4**

 S196087

Strategy Rationale

Through the instructional review process it was determined that this strategy would provide the greatest impact on student achievement.

Action Step 1 **5**

During common planning teachers will create meaningful lessons using the backward planning model and including accommodation to address students' educational needs.

Person Responsible

Jonathan Britton

Schedule

Weekly, from 9/17/2015 to 11/30/2015

Evidence of Completion

Common planning agendas, sign-in sheet, lesson plans

Action Step 2 **5**

PBS Coach and BMT support will actively participate in common planning sessions to assist general education teachers and ESE teachers with the implementation of specific accommodations to maximize students' learning.

Person Responsible

Irahima Montoya

Schedule

Weekly, from 9/17/2015 to 11/30/2015

Evidence of Completion

Lesson Plans, common planning agenda

Action Step 3 5

Teachers will implement lessons created during common planning sessions

Person Responsible

Jonathan Britton

Schedule

Weekly, from 9/17/2015 to 11/30/2015

Evidence of Completion

Lesson Plans, common planning agenda

Action Step 4 5

Monitor the implementation of purposeful lessons that infuse specific student accommodations as identified in IEP

Person Responsible

Jonathan Britton

Schedule

Weekly, from 9/17/2015 to 11/30/2015

Evidence of Completion

Classroom observations, student work

Action Step 5 5

District Support personnel will conduct monthly PLC meetings with ACCESS curriculum teachers to increase overall quality of instruction

Person Responsible

Keith Anderson

Schedule

Monthly, from 9/17/2015 to 5/31/2016

Evidence of Completion

Meeting agendas, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B14.S1 6

The school Principal and Assistant Principals will conduct weekly walkthroughs to monitor the action steps and strategies being implemented with fidelity.

Person Responsible

Keith Anderson

Schedule

Weekly, from 9/17/2015 to 5/31/2016

Evidence of Completion

The evidence to support this monitoring of the fidelity of implementation will consist of administrative walkthrough logs as well as student work (end products).

Plan to Monitor Effectiveness of Implementation of G2.B14.S1 7

The leadership team will meet weekly to discuss classroom observations and coaching cycles in order to determine where instructional support is needed.

Person Responsible

Jonathan Britton

Schedule

Weekly, from 9/17/2015 to 5/31/2016

Evidence of Completion

Leadership Team minutes/agendas, coaching cycle logs, lesson plans, student work folders and lesson study documentation.

G2.B16 There is limited evidence of consistent instruction focusing on conceptual understanding and Fluency. **2**

 B184610

G2.B16.S1 Infuse fluency into the intensive classrooms conceptually. **4**

 S196088

Strategy Rationale

Through the instructional review process it was determined that this strategy would provide the greatest impact on student achievement.

Action Step 1 **5**

Coach will conduct coaching cycles with the intensive teachers infusing Fluency and conceptual understanding.

Person Responsible

Reginald Revere

Schedule

Weekly, from 9/17/2015 to 11/30/2015

Evidence of Completion

Teachers will prepare and present model lessons during common planning

Action Step 2 **5**

Math Coach; Administration and CSS support will conduct walk through to assess the effectiveness of the coaching cycle.

Person Responsible

Jonathan Britton

Schedule

Weekly, from 9/17/2015 to 11/30/2015

Evidence of Completion

Lesson plans; student work folders; Note making/Note taking documentation

Action Step 3 **5**

Coach will conduct modified coaching cycles based on Fluency needs identified during the walk throughs.

Person Responsible

Keith Anderson

Schedule

On 11/30/2015

Evidence of Completion

Coaching cycle documentation, common planning products

Plan to Monitor Fidelity of Implementation of G2.B16.S1 **6**

The school Principal and Assistant Principals will conduct weekly walkthroughs to monitor the action steps and strategies being implemented with fidelity.

Person Responsible

Keith Anderson

Schedule

On 11/30/2015

Evidence of Completion

The evidence to support this monitoring of the fidelity of implementation will consist of administrative walkthrough logs as well as student work (end products).

Plan to Monitor Effectiveness of Implementation of G2.B16.S1 **7**

The leadership team will meet weekly to discuss classroom observations and coaching cycles in order to determine where instructional support is needed.

Person Responsible

Keith Anderson

Schedule

Weekly, from 9/17/2015 to 11/30/2015

Evidence of Completion

Leadership Team minutes/agendas, coaching cycle logs, lesson plans, student work folders and lesson study documentation.

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.B4.S1.A1	Introduce key concepts in Positive Behavior Support, Workday Wednesday and Core Values Matter	Bess, Justin	9/17/2015	Faculty Meeting agenda, school emails, Enrichment block lessons, student behavior data	5/31/2016 weekly
G2.B1.S1.A1	Conduct ongoing professional development during common planning which focuses on instruction that will lead to increased writing through teacher-led differentiated instruction.	Burrows, Astra	9/17/2015	Coaching Log, Common Planning Agenda & Sign-In	10/2/2015 one-time
G2.B7.S1.A1	Coaching cycles on lesson planning and delivery of a fully aligned GRRM lesson in 8th grade. This will include with providing an exemplar lesson and modeling the execution of that plan.	Britton, Jonathan	9/17/2015	Lesson plans, coaching documentation	10/12/2015 weekly
G2.B10.S1.A1	Plan for a common planning that includes an itemized agenda using the Social Studies Instructional Framework, suggested lesson plan template with Gradual Release of Responsibility Model (GRRM) and expected outcomes.	Burrows, Astra	9/17/2015	Itemized Agenda	5/31/2016 weekly
G2.B14.S1.A1	During common planning teachers will create meaningful lessons using the backward planning model and including accommodation to address students' educational needs.	Britton, Jonathan	9/17/2015	Common planning agendas, sign-in sheet, lesson plans	11/30/2015 weekly
G2.B16.S1.A1	Coach will conduct coaching cycles with the intensive teachers infusing Fluency and conceptual understanding.	Revere, Reginald	9/17/2015	Teachers will prepare and present model lessons during common planning	11/30/2015 weekly
G1.B4.S1.A2	Implement the lessons in each program through weekly PowerPoint presentations, newsletter, morning announcements and district website.	Bess, Justin	9/17/2015	PowerPoint, student journals, newsletter, poster	5/31/2016 weekly
G2.B1.S1.A2	Support teachers in instruction through coaching cycles. The support will focus on enhancing writing deficiencies (based on the analysis of end products) through differentiated instruction.	Burrows, Astra	9/17/2015	Note Taking/Note Making, Coaching Logs, Lesson Plans, and Student Work Product	10/16/2015 weekly
G2.B7.S1.A2	Instructional Supervisor and CSS will develop a common planning framework to set objectives and an agenda for common planning.	Britton, Jonathan	9/17/2015	Lesson plans, coaching documentation	10/12/2015 weekly
G2.B10.S1.A2	Conduct common planning, according to agenda, in order to align the instructional resources, instructional framework and suggested lesson plan template to generate student-centered instructional activities and writing.	Burrows, Astra	9/17/2015	Lesson plans	5/31/2016 weekly
G2.B14.S1.A2	PBS Coach and BMT support will actively participate in common planning sessions to assist general education teachers and ESE teachers with the implementation of specific accommodations to maximize students' learning.	Montoya, Irahima	9/17/2015	Lesson Plans, common planning agenda	11/30/2015 weekly
G2.B16.S1.A2	Math Coach; Administration and CSS support will conduct walk through to assess the effectiveness of the coaching cycle.	Britton, Jonathan	9/17/2015	Lesson plans; student work folders; Note making/Note taking documentation	11/30/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A3	Support the students and the teachers in completing lessons provided and addressing any issues in regards to school behaviors.	Andre, Shirley	9/17/2015	Classroom visit log, pictures. RtIA and RtIB data.	5/31/2016 weekly
G2.B1.S1.A3	Administrative walkthroughs to observe and gather evidence of teacher-led differentiated instruction which targets the remediation of writing deficiencies.	Lopez, Catherine	9/17/2015		10/16/2015 weekly
G2.B7.S1.A3	8th grade common planning bi-weekly with teacher to backwards plan fully aligned GRRM lessons	Britton, Jonathan	9/17/2015	Lesson plans, coaching documentation	10/12/2015 biweekly
G2.B10.S1.A3	Implementation of lesson plans created through planning	Lopez, Catherine	9/17/2015	Lesson plans and execution of lessons	5/31/2016 weekly
G2.B14.S1.A3	Teachers will implement lessons created during common planning sessions	Britton, Jonathan	9/17/2015	Lesson Plans, common planning agenda	11/30/2015 weekly
G2.B16.S1.A3	Coach will conduct modified coaching cycles based on Fluency needs identified during the walk throughs.	Anderson, Keith	9/17/2015	Coaching cycle documentation, common planning products	11/30/2015 one-time
G1.B4.S1.A4	Decrease school and classroom attendance concerns	Andre, Shirley	9/17/2015	Student and parent contact log, teacher referrals, truancy packet	5/31/2016 daily
G2.B1.S1.A4	Conduct/Engage teachers in a Lesson Study that will focus on improving writing deficiencies through differentiated instruction.	Gonzales-Ferguson, Priscila	9/17/2015	Lesson Plans, Sign-in, Videos, Note Taking/Note Making	10/30/2015 one-time
G2.B7.S1.A4	Administrative and support personnel will conduct walkthroughs and observations of both planning and lesson delivery to provide feedback.	Anderson, Keith	9/17/2015	Lesson plans, coaching documentation, administrative walkthrough logs	10/16/2015 weekly
G2.B10.S1.A4	Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.	Lopez, Catherine	9/17/2015	Administrative walkthrough documentation	5/31/2016 weekly
G2.B14.S1.A4	Monitor the implementation of purposeful lessons that infuse specific student accommodations as identified in IEP	Britton, Jonathan	9/17/2015	Classroom observations, student work	11/30/2015 weekly
G2.B1.S1.A5	Support teachers in instruction through coaching cycles. The support will focus on enhancing writing deficiencies (based on the analysis of end products) through differentiated instruction.	Burrows, Astra	9/17/2015	Note Taking/Note Making, Coaching Logs, Lesson Plans, and Student Work Product	11/13/2015 one-time
G2.B10.S1.A5	Administration to debrief with teachers, Literacy Coach, and ETO CSS and/or IS to determine next steps	Anderson, Keith	9/17/2015	Debrief notes	5/31/2016 one-time
G2.B14.S1.A5	District Support personnel will conduct monthly PLC meetings with ACCESS curriculum teachers to increase overall quality of instruction	Anderson, Keith	9/17/2015	Meeting agendas, lesson plans	5/31/2016 monthly
G2.B1.S1.A6	Administrative walkthroughs to observe and gather evidence of teacher-led differentiated instruction which targets the remediation of writing deficiencies.	Anderson, Keith	9/17/2015	Administrative Walkthrough Documentation	11/13/2015 weekly
G1.MA1	The leadership team will discuss and review current data as students participate in ongoing progress monitoring of EWS, attendance and implementation of core values (PBS).	Anderson, Keith	9/17/2015	Truancy meeting documentation, Leadership Team meeting agendas, PBS (Hero data), attendance reports	5/31/2016 weekly
G1.B4.S1.MA1	The leadership team will meet weekly to discuss attendance, PBS support and	Anderson, Keith	9/17/2015	Leadership Team minutes/agendas, coaching cycle logs, truancy meeting	5/31/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	EWS indicators in order to determine where instructional support is needed.			documentation, EWS meetings, lesson plans (core values)	
G1.B4.S1.MA1	The school Principal and Assistant Principals will conduct weekly walkthroughs to monitor the action steps and strategies being implemented with fidelity.	Bess, Justin	9/17/2015	The evidence to support this monitoring of the fidelity of implementation will consist of truancy data and reduction of EWS indicators.	5/31/2016 weekly
G2.MA1	The leadership team will discuss and review current data as students participate in ongoing progress monitoring throughout the year with the use of informal classroom assessments, intervention data and district interim data.	Anderson, Keith	9/17/2015	Student work samples and district interim data results	5/31/2016 weekly
G2.B1.S1.MA1	The leadership team will meet weekly to discuss classroom observations and coaching cycles in order to determine where instructional support is needed.	Anderson, Keith	9/17/2015	Leadership Team minutes/agendas, coaching cycle logs, lesson plans, student work folders and lesson study documentation.	5/31/2016 one-time
G2.B1.S1.MA1	The school Principal and Assistant Principals will conduct weekly walkthroughs to monitor the action steps and strategies being implemented with fidelity.	Lopez, Catherine	9/17/2015	The evidence to support this monitoring of the fidelity of implementation will consist of administrative walkthrough logs as well as student work (end products).	5/31/2016 weekly
G2.B7.S1.MA1	The leadership team will meet weekly to discuss classroom observations and coaching cycles in order to determine where instructional support is needed.	Britton, Jonathan	9/17/2015	Leadership Team minutes/agendas, coaching cycle logs, lesson plans, student work folders and lesson study documentation.	5/31/2016 one-time
G2.B7.S1.MA1	The school Principal and Assistant Principals will conduct weekly walkthroughs to monitor the action steps and strategies being implemented with fidelity.	Anderson, Keith	9/17/2015	The evidence to support this monitoring of the fidelity of implementation will consist of administrative walkthrough logs as well as student work (end products).	5/31/2016 weekly
G2.B10.S1.MA1	The leadership team will meet weekly to discuss classroom observations and coaching cycles in order to determine where instructional support is needed.		9/17/2015	Leadership Team minutes/agendas, coaching cycle logs, lesson plans, student work folders and lesson study documentation.	5/31/2016 weekly
G2.B10.S1.MA1	The school Principal and Assistant Principals will conduct weekly walkthroughs to monitor the action steps and strategies being implemented with fidelity.	Anderson, Keith	9/17/2015	The evidence to support this monitoring of the fidelity of implementation will consist of administrative walkthrough logs as well as student work (end products).	5/31/2016 weekly
G2.B14.S1.MA1	The leadership team will meet weekly to discuss classroom observations and coaching cycles in order to determine where instructional support is needed.	Britton, Jonathan	9/17/2015	Leadership Team minutes/agendas, coaching cycle logs, lesson plans, student work folders and lesson study documentation.	5/31/2016 weekly
G2.B14.S1.MA1	The school Principal and Assistant Principals will conduct weekly walkthroughs to monitor the action steps and strategies being implemented with fidelity.	Anderson, Keith	9/17/2015	The evidence to support this monitoring of the fidelity of implementation will consist of administrative walkthrough logs as well as student work (end products).	5/31/2016 weekly
G2.B16.S1.MA1	The leadership team will meet weekly to discuss classroom observations and coaching cycles in order to determine where instructional support is needed.	Anderson, Keith	9/17/2015	Leadership Team minutes/agendas, coaching cycle logs, lesson plans, student work folders and lesson study documentation.	11/30/2015 weekly
G2.B16.S1.MA1	The school Principal and Assistant Principals will conduct weekly walkthroughs to monitor the action steps and strategies being implemented with fidelity.	Anderson, Keith	9/17/2015	The evidence to support this monitoring of the fidelity of implementation will consist of administrative walkthrough logs as well as student work (end products).	11/30/2015 one-time

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.

G2. To increase student achievement by improving core instruction in all content areas.

G2.B1 There is a need for deliberate and focused teacher-led differentiated instruction that promotes and scaffolds the deficiencies in both reading and the writing process, based on the limited evidence of aligned daily end products.

G2.B1.S1 Through common planning, coaching cycles and lesson studies, teachers will promote differentiated instruction that focuses on the writing process and scaffolds writing deficiencies based on the analysis of daily end products in Reading and ELA. Instruction will lead to addressing the reading deficiencies and the revision of daily writing and drafting of quality, rigorous culminating essays in ELA classes.

PD Opportunity 1

Conduct ongoing professional development during common planning which focuses on instruction that will lead to increased writing through teacher-led differentiated instruction.

Facilitator

Literacy Instructional Coaches

Participants

Literacy teachers

Schedule

On 10/2/2015

G2.B14 Limited evidence of continuum of services that result in the implementation of accommodations, universal design for learning (UDL) and differentiated instruction (DI)

G2.B14.S1 Assist teachers during common planning with purposeful lesson planning that incorporates strategies to address individualized students' accommodation as identified in students' individual educational plan.

PD Opportunity 1

District Support personnel will conduct monthly PLC meetings with ACCESS curriculum teachers to increase overall quality of instruction

Facilitator

SPED District Support

Participants

IND Teachers

Schedule

Monthly, from 9/17/2015 to 5/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B4.S1.A1	Introduce key concepts in Positive Behavior Support, Workday Wednesday and Core Values Matter	\$0.00
2	G1.B4.S1.A2	Implement the lessons in each program through weekly PowerPoint presentations, newsletter, morning announcements and district website.	\$0.00
3	G1.B4.S1.A3	Support the students and the teachers in completing lessons provided and addressing any issues in regards to school behaviors.	\$0.00
4	G1.B4.S1.A4	Decrease school and classroom attendance concerns	\$0.00
5	G2.B1.S1.A1	Conduct ongoing professional development during common planning which focuses on instruction that will lead to increased writing through teacher-led differentiated instruction.	\$0.00
6	G2.B1.S1.A2	Support teachers in instruction through coaching cycles. The support will focus on enhancing writing deficiencies (based on the analysis of end products) through differentiated instruction.	\$0.00
7	G2.B1.S1.A3	Administrative walkthroughs to observe and gather evidence of teacher-led differentiated instruction which targets the remediation of writing deficiencies.	\$0.00
8	G2.B1.S1.A4	Conduct/Engage teachers in a Lesson Study that will focus on improving writing deficiencies through differentiated instruction.	\$0.00
9	G2.B1.S1.A5	Support teachers in instruction through coaching cycles. The support will focus on enhancing writing deficiencies (based on the analysis of end products) through differentiated instruction.	\$0.00
10	G2.B1.S1.A6	Administrative walkthroughs to observe and gather evidence of teacher-led differentiated instruction which targets the remediation of writing deficiencies.	\$0.00
11	G2.B10.S1.A1	Plan for a common planning that includes an itemized agenda using the Social Studies Instructional Framework, suggested lesson plan template with Gradual Release of Responsibility Model (GRRM) and expected outcomes.	\$0.00
12	G2.B10.S1.A2	Conduct common planning, according to agenda, in order to align the instructional resources, instructional framework and suggested lesson plan template to generate student-centered instructional activities and writing.	\$0.00
13	G2.B10.S1.A3	Implementation of lesson plans created through planning	\$0.00
14	G2.B10.S1.A4	Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.	\$0.00
15	G2.B10.S1.A5	Administration to debrief with teachers, Literacy Coach, and ETO CSS and/or IS to determine next steps	\$0.00
16	G2.B14.S1.A1	During common planning teachers will create meaningful lessons using the backward planning model and including accommodation to address students' educational needs.	\$0.00

Budget Data

17	G2.B14.S1.A2	PBS Coach and BMT support will actively participate in common planning sessions to assist general education teachers and ESE teachers with the implementation of specific accommodations to maximize students' learning.	\$0.00
18	G2.B14.S1.A3	Teachers will implement lessons created during common planning sessions	\$0.00
19	G2.B14.S1.A4	Monitor the implementation of purposeful lessons that infuse specific student accommodations as identified in IEP	\$0.00
20	G2.B14.S1.A5	District Support personnel will conduct monthly PLC meetings with ACCESS curriculum teachers to increase overall quality of instruction	\$0.00
21	G2.B16.S1.A1	Coach will conduct coaching cycles with the intensive teachers infusing Fluency and conceptual understanding.	\$0.00
22	G2.B16.S1.A2	Math Coach; Administration and CSS support will conduct walk through to assess the effectiveness of the coaching cycle.	\$0.00
23	G2.B16.S1.A3	Coach will conduct modified coaching cycles based on Fluency needs identified during the walk throughs.	\$0.00
24	G2.B7.S1.A1	Coaching cycles on lesson planning and delivery of a fully aligned GRRM lesson in 8th grade. This will include with providing an exemplar lesson and modeling the execution of that plan.	\$0.00
25	G2.B7.S1.A2	Instructional Supervisor and CSS will develop a common planning framework to set objectives and an agenda for common planning.	\$0.00
26	G2.B7.S1.A3	8th grade common planning bi-weekly with teacher to backwards plan fully aligned GRRM lessons	\$0.00
27	G2.B7.S1.A4	Administrative and support personnel will conduct walkthroughs and observations of both planning and lesson delivery to provide feedback.	\$0.00
Total:			\$0.00