

Homestead Middle School



2016-17 Schoolwide Improvement Plan

Homestead Middle School

650 NW 2ND AVE, Homestead, FL 33030

<http://homesteadmiddle.dadeschools.net>

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Middle School 6-8 | Yes | 98% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 97% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | D | D* | C | D |

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Homestead Middle School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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.

b. 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.

2. School Environment

a. 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: Rachel's Challenge, Father's in Education, 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.

b. 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 HERO points for displaying the GATOR standards of a model student. Students then redeem their GATOR HERO points for weekly incentives and special events that are planned monthly. Our Success coach works closely with our EWS students to address truancy, academic and social/emotional needs. Through the Campus Shield program, at risk students receive individual and group counseling services.

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

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).

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

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, Campus Shield Social Worker, Success Coach, Motivational Coach (iTransition) 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.

3. Early Warning Systems

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

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

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 Power BI, Thinkgate (G2D) Management System, District Principal Portal/Dashboard Reports, Florida Comprehensive Assessment Test (FCAT) Science data, Florida State Assessment (FSA) Data, District progress monitoring iReady 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, Success Coach and Mentor Coach meets with students who are showing signs of truancy.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 65 | 67 | 0 | 0 | 0 | 0 | 150 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 6 | 3 | 0 | 0 | 0 | 0 | 23 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 26 | 21 | 0 | 0 | 0 | 0 | 98 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 142 | 168 | 0 | 0 | 0 | 0 | 331 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 107 | 125 | 0 | 0 | 0 | 0 | 259 |

c. 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 HERO points) and PTA sponsored activities.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/322209>.

2. Description

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

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

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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|-----------------------------|---------------------|
| Britton, Jonathan | Principal |
| Lopez, Catherine | Assistant Principal |
| Britton, Jonathan | Assistant Principal |
| Bess, Justin | Teacher, K-12 |
| Gonzales-Ferguson, Priscila | Instructional Coach |
| Juste, Marie | Teacher, K-12 |
| Salvo, Eugenia | Instructional Coach |
| Stevenson, Sheneka | Instructional Coach |
| Andre, Shirley | School Counselor |

b. Duties

1. 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.

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

The Homestead Middle School Leadership Team reviews discipline data monthly, uses data to inform the 8 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 and FCAT 2.0 Science 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

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-----------------------|----------------------------|
| Keith A. Anderson | Principal |
| Lisette Rivera | Education Support Employee |
| Jacqueline Washington | Parent |
| Marie Juste | Teacher |
| Kim Hill | Teacher |
| Idella Hill | Teacher |
| Crystal Veber | Teacher |
| Isabel Reid | Teacher |
| Tamera Reynolds | Teacher |
| Barbara Martin | Parent |
| Ashley Fernandez | Parent |
| Letitia Williams | Parent |
| Shanquella Scott | Parent |
| Essence King | Student |
| Javid Mortazavi | Business/Community |
| Lorrain Tomlin | Business/Community |
| | Student |

b. Duties

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

a. Evaluation of last year's school improvement plan

Homestead Middle School reviews the School Improvement Plan periodically during the Educational Excellence Advisory Council (EESAC) meetings. During the first meeting, the EESAC reviewed the 2015-2016 data to determine the effectiveness of the strategies implemented and discussed areas of concern and areas of growth. It was determined by the EESAC that the strategies were appropriate and effective; however, Annual Measurable Objectives in both reading and mathematics were not met.

b. 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 EESAC meeting at the beginning of the 2016-2017 school year. Goals to be addressed included core academic areas, parental involvement, early warning systems and overall success of the school. The EESAC 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.

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

The Principal shares information regarding the School's Budget with EESAC. The EESAC 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.

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

The Educational Excellence School Advisory Council budget was \$2,999 . A proposal for the expenditure of the EESAC funds was presented during the September 2016 meeting. The Council determined and approved that \$2,999 would be allocated towards student incentives, classroom supplies, rewards, field trips, and transportation.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

| Name | Title |
|-----------------------------|---------------------|
| Lopez, Catherine | Assistant Principal |
| Britton, Jonathan | Assistant Principal |
| Grant, Brittni | Teacher, K-12 |
| Bess, Justin | Teacher, K-12 |
| Gonzales-Ferguson, Priscila | Instructional Coach |
| Juste, Marie | Teacher, K-12 |
| Britton, Jonathan | Principal |
| Andre, Shirley | School Counselor |
| Salvo, Eugenia | |
| Stevenson, Sheneka | |

b. Duties

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

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) iReady
- (6) Book Club
- (7) Lesson Study/PLC's
- (8) Writing/Literacy 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.

D. Public and Collaborative Teaching

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

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

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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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 Pacing Guides. 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.

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

The 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. Power BI, District Interim Assessments, iReady Diagnostic Assessments, MyON 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.

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

Strategy: 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

Britton, Jonathan, pr6251@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 2016.

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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.

b. College and Career Readiness

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

N/A

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

N/A

3. 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

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

G1. If core instruction in all content areas improves, then student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction in all content areas improves, then student achievement will increase. **1a**

 G088085

Targets Supported **1b**

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement | 35.0 |
| ELA/Reading Gains | 65.0 |
| ELA/Reading Lowest 25% Gains | 65.0 |

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, mathematics and the writing process, based on the limited evidence of aligned daily end products.

Resources Available to Help Reduce or Eliminate the Barriers **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

Plan to Monitor Progress Toward G1. 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 progress monitoring iReady data.

Person Responsible

Jonathan Britton

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Student work samples, Topic assessment data, and district progress monitoring iReady 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

 = Problem Solving Step  S123456 = Quick Key


G1. If core instruction in all content areas improves, then student achievement will increase. **1**

 G088085

G1.B1 There is a need for deliberate and focused teacher-led differentiated instruction that promotes and scaffolds the deficiencies in both reading, mathematics and the writing process, based on the limited evidence of aligned daily end products. **2**

 B234212

G1.B1.S1 Through common planning, coaching cycles and lesson studies, teachers will promote differentiated instruction that focuses on addressing deficiencies and scaffolds instruction based on the analysis of daily end products. Instruction will lead to addressing the reading, mathematics and writing deficiencies which will increase student proficiency. **4**

 S246995

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 professional development focusing on instructional planning and delivery that will improve writing skills through teacher-led differentiated instruction.

Person Responsible

Priscila Gonzales-Ferguson

Schedule

On 6/8/2017

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

Priscila Gonzales-Ferguson

Schedule

Weekly, from 8/22/2016 to 6/8/2017

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 deficiencies.

Person Responsible

Catherine Lopez

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Administrative walkthrough logs, lesson plans, student work products, and progress monitoring data.

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 6/8/2017

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

Priscila Gonzales-Ferguson

Schedule

On 6/8/2017

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

Jonathan Britton

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Administrative Walkthrough schedules and documentation

Plan to Monitor Fidelity of Implementation of G1.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 8/22/2016 to 6/8/2017

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 G1.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

Jonathan Britton










Schedule

On 6/8/2017

Evidence of Completion

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

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--|--|-----------------------------|-------------------------------|---|--------------------|
| 2017 | | | | | |
| G1.MA1  M334375 | The leadership team will discuss and review current data as students participate in ongoing... | Britton, Jonathan | 8/22/2016 | Student work samples, Topic assessment data, and district progress monitoring iReady data results | 6/8/2017 weekly |
| G1.B1.S1.MA1  M334373 | The leadership team will meet weekly to discuss classroom observations and coaching cycles in order... | Britton, Jonathan | 8/22/2016 | Leadership Team minutes/agendas, coaching cycle logs, lesson plans, student work folders and lesson study documentation. | 6/8/2017 one-time |
| G1.B1.S1.MA1  M334374 | The school Principal and Assistant Principals will conduct weekly walkthroughs to monitor the... | Lopez, Catherine | 8/22/2016 | The evidence to support this monitoring of the fidelity of implementation will consist of administrative walkthrough logs as well as student work (end products). | 6/8/2017 weekly |
| G1.B1.S1.A1  A321227 | Conduct professional development focusing on instructional planning and delivery that will improve... | Gonzales-Ferguson, Priscila | 8/22/2016 | Coaching Log, Common Planning Agenda & Sign-In | 6/8/2017 one-time |
| G1.B1.S1.A2  A321228 | Support teachers in instruction through coaching cycles. The support will focus on enhancing... | Gonzales-Ferguson, Priscila | 8/22/2016 | Note Taking/Note Making, Coaching Logs, Lesson Plans, and Student Work Product | 6/8/2017 weekly |
| G1.B1.S1.A3  A321229 | Administrative walkthroughs to observe and gather evidence of teacher-led differentiated... | Lopez, Catherine | 8/22/2016 | Administrative walkthrough logs, lesson plans, student work products, and progress monitoring data. | 6/8/2017 weekly |
| G1.B1.S1.A4  A321230 | Conduct/Engage teachers in a Lesson Study that will focus on improving writing deficiencies through... | Gonzales-Ferguson, Priscila | 8/22/2016 | Lesson Plans, Sign-in, Videos, Note Taking/Note Making | 6/8/2017 one-time |
| G1.B1.S1.A5  A321231 | Support teachers in instruction through coaching cycles. The support will focus on enhancing... | Gonzales-Ferguson, Priscila | 8/22/2016 | Note Taking/Note Making, Coaching Logs, Lesson Plans, and Student Work Product | 6/8/2017 one-time |
| G1.B1.S1.A6  A321232 | Administrative walkthroughs to observe and gather evidence of teacher-led differentiated... | Britton, Jonathan | 8/22/2016 | Administrative Walkthrough schedules and documentation | 6/8/2017 weekly |

V. Professional Development Opportunities

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

G1. If core instruction in all content areas improves, then student achievement will increase.

G1.B1 There is a need for deliberate and focused teacher-led differentiated instruction that promotes and scaffolds the deficiencies in both reading, mathematics and the writing process, based on the limited evidence of aligned daily end products.

G1.B1.S1 Through common planning, coaching cycles and lesson studies, teachers will promote differentiated instruction that focuses on addressing deficiencies and scaffolds instruction based on the analysis of daily end products. Instruction will lead to addressing the reading, mathematics and writing deficiencies which will increase student proficiency.

PD Opportunity 1

Conduct professional development focusing on instructional planning and delivery that will improve writing skills through teacher-led differentiated instruction.

Facilitator

Literacy Instructional Coaches

Participants

Literacy teachers

Schedule

On 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | |
|--------|-------------|---|--------|
| 1 | G1.B1.S1.A1 | Conduct professional development focusing on instructional planning and delivery that will improve writing skills through teacher-led differentiated instruction. | \$0.00 |
| 2 | G1.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 |
| 3 | G1.B1.S1.A3 | Administrative walkthroughs to observe and gather evidence of teacher-led differentiated instruction which targets the remediation of deficiencies. | \$0.00 |
| 4 | G1.B1.S1.A4 | Conduct/Engage teachers in a Lesson Study that will focus on improving writing deficiencies through differentiated instruction. | \$0.00 |
| 5 | G1.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 |
| 6 | G1.B1.S1.A6 | Administrative walkthroughs to observe and gather evidence of teacher-led differentiated instruction which targets the remediation of writing deficiencies. | \$0.00 |
| Total: | | | \$0.00 |