

Miami-Dade County Public Schools

West Homestead K 8 Center



2016-17 Schoolwide Improvement Plan

West Homestead K 8 Center

1550 SW 6TH ST, Homestead, FL 33030

<http://whe.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)
Combination School PK-7	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	F	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 West Homestead K 8 Center

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 West Homestead K-8 Center is to increase student achievement while strengthening core values and skills necessary to become productive citizens and lifelong learners.

b. Provide the school's vision statement.

West Homestead K-8 Center vision is to prepare our students to successfully compete in all facets of the 21st century learning environment and workforce.

2. School Environment

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

The process used to learn about student cultures and build relationships between teachers and students include lessons that are centered around cooperative learning activities, celebration of various cultural holidays, and student presentations about their families and cultures. Additionally, teacher committees are formed and grade-level and school-wide activities and performances bring the cultures of students and teachers to life while fostering conversations and collaborations of togetherness.

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

The school creates an environment where students feel safe and respected by providing support systems through counseling, implementing a school-wide Positive Behavior Support program, having safety patrols and adult supervision positioned throughout the school, providing character education activities during school, and reminding students of school expectations via morning announcements. The 5000 Role Models of Excellence Program has been implemented and helps to provide positive role models for our younger boys.

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.

The school-wide discipline plan is based on Positive Behavior Systems (PBS) of support. The PBS plan outlines behavioral expectations and provides. The teacher/staff committee created goals and guidelines that are used school-wide. All teachers are provided and trained on the use the same behavior chart and point system school-wide. Student assemblies are held by grade level to review the Student Code of Conduct during the opening of school. Refresher assemblies will be conducted as well. Teachers are trained on the Student Code of Conduct and expectations during the opening of school meetings and during faculty meetings. Additional support is provided on an individual basis as needed.

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.

The school provides school site counseling to assist with student social-emotional needs. Students identified on the Early Warning report are targeted for on-going counseling services with outside resources such as Agape Network and NVP-USA. Bullying and prevention lessons are conducted in all classrooms. Opening of school's Values Matter lessons are conducted school wide. The school social worker also works with students to address issues related to attendance. Outside mental health agencies also partner with the school and provide services to students as needed.

3. Early Warning Systems

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

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

The early warning system indicators used include attendance, behavior, and course failure.

- Attendance below 95 percent, regardless of whether absence excused or unexcused status
- Student referrals for behavior and/or attendance
- Course failure in reading, Language Arts, mathematics, and science

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	33	30	19	26	15	17	5	0	0	0	0	0	0	145
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	11	22	26	5	15	3	25	0	0	0	0	0	0	107
Level 1 on statewide assessment	0	0	0	75	38	17	8	0	0	0	0	0	0	138

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	25	11	22	26	5	15	3	0	0	0	0	0	0	107

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

The intervention strategies employed by the school to improve academic performance include the counselor providing academic counseling for all retained students, holding Attendance Review Committee meetings with students and parents for students with three or more absences, sessions with the counselor and/or success coach where student concerns are addressed, after school tutoring programs and services, and Positive Behavior Support, Behavior Intervention Plans, and the RtI process using the Multi-tiered Support Systems. The Values Matters Campaign materials will be utilized to teach and reinforce the District's Core Values. Mentors provide additional support for students struggling with academic and social issues.

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. Description

Please see West Homestead Title I PIP.

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.

West Homestead K-8 Center works closely with various organizations within the community. The administrative team meets with organizations to review needs, establish goals, and collaborate on ways to effectively support student needs on an emotional and academic level. The school counselor and administrators contact organizations based on services that may be needed for the students, teachers, and staff. After school care meets with the staff to learn resources that can be incorporated into their program to support learning. Faith based organizations meet with the administration to determine how they can support academics and the overall well-being of students and staff. Relationships are garnered and sustained through continued efforts of collaboration through email, phone conferences, collegial community building, and meetings.

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
Burth, Earl	Principal
Galera, Peter	Assistant Principal
Barcinas, Christina	Instructional Coach
Collier, Charmeia	Instructional Coach
Hernandez, Anisley	Instructional Coach
Sewer, Everett	Instructional Media
Alvarez, Daniel	Instructional Coach

b. Duties

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

Tier I

Dr. Earl Burth, Principal and Peter Galera, Assistant Principal will participate in RtI meetings and monitor the fidelity of the academic and behavior interventions.

In addition to the school administrator(s) the Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- Anisley Hernandez, Primary Reading Coach
- Christina Barcinas, Intermediate Reading Coach
- Daniel Alvarez, Science Coach
- Charmeia Collier, Mathematics Coach
- Idy Perez, Special Education Lead Teacher
- Kendall Blackwood, School Guidance Counselor
- Dr. Irene Astrid Schutte-Aine, School Psychologist
- Cinnamon Key, School Social Worker
- Everette Sewer, Media Specialist
- TBA, Community Involvement Specialist

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly and when new data is available to review outcomes and make decisions based on student strengths and weaknesses.

Tier II

The SPED Chair, LEA, School Psychologist, School Counselor, and Reading Coach will conduct weekly meetings to evaluate student data in order to measure gains. Decisions will be made to determine next steps. Additionally, general education teachers will be involved in the decision making process as needed.

Tier III

The SPED Chair, LEA, School Psychologist, and School Counselor along with the parent/guardian make up the Tier 3 SST Problem Solving Team

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.

Tier I

The MTSS Leadership Team uses the Tier I Problem Solving process to set Tier I goals and monitor academic and behavioral data to evaluate progress towards those goals each month and when OPMs and other data are available.

Implement 4-Step Problem Solving Model

Monitor Student Outcomes

Respond based on students demonstrating a positive response or having met proficiency by raising goals or providing enrichment.

Respond based on students who are not progressing towards the goals by creating a plan to increase interventions and support systems.

Monitor the use and fidelity of the intervention programs prescribed specifically for each student based on his or her area of weakness.

Tier II

The second level of support consists of supplemental instruction and interventions provided in addition to core instruction and behavioral supports. Tier II problem solving meetings occur bi-weekly.

- Review OPM data for intervention groups to evaluate group and individual student response.
- Select students (see SST guidelines) for SST Tier III intervention.

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the

year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier I worksheets completed three times per year. The MTSS Problem-Solving Model is used to monitor and adjust the supports provided based on student response to intervention.

Annual school site goals are written and monitored at the beginning, middle, and end of the school year. Ongoing progress monitoring measures are used to track student progress based on the in-program timelines.

Tier II supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

The MTSS team will convene at the end of year to evaluate the effectiveness of the Tier I problem solving protocol. Trend data reports are used to strategically provide intervention and support systems.

The MTSS leadership team extends the interventions and supports systems to include the primary grades in order to strengthen basic skills necessary for academic achievement.

Title I, Part A

Services are provided at West Homestead K-8 Center 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 the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parental involvement activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide resources, and create opportunities for parental participation various aspects of school site decision making. Curriculum Coaches provide support to teachers to identify and analyze existing literature on scientifically based curriculum and intervention approaches. They identify systematic patterns of student need while working with district personnel to strengthen pedagogical practices; assist with screening programs that provide early intervention services for children who may 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. Parents, teachers, and students are notified via Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. The Title I survey is available in English, Spanish and Haitian-Creole and is available online and in hard copy. Supplemental support services are also available for families in need of mental health services, homeless services and migrant services.

Title I, Part C- Migrant

West Homestead K-8 Center provides services and support to migrant students and parents. 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. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

N/A

Title II

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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- 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)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

West Homestead Elementary receives funding from Supplemental Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary teachers, administrators, and counselor is also a component of this program.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's guidelines.

Housing Programs

N/A

Head Start

Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. Earl Burth	Principal
Laticia Roberts	Teacher
Octavious Fagan	Business/Community
Wanda Ashworth	Business/Community
Tami Reyes	Business/Community
Tetyana Escoto	Teacher
Maribel Diaz	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

The plan was printed in advance and members of the EESAC were provided a copy of the plan. The EESAC committee read and reviewed the School Improvement Plan during an EESAC meeting. During the school year, the SIP was revisited during EESAC meetings based on data, survey needs, and to assess the progress on our goals. Grade level teams provided input and the SIP was written and shared via an EESAC meeting and during a faculty meeting. It was reviewed at the end of the year for a final approval.

b. Development of this school improvement plan

The SAC committee meets to discuss results of district assessments. The committee shares in the duties of school improvement plan and what goals will be recorded on the SIP. The members were given an opportunity to make suggestions for changes to our current School Improvement Plan at the end of the previous school year. Their suggestions were incorporated as appropriate into this year's plan. The SAC will review the final plan and approve.

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

The ESSAC committee received training on the roles and responsibilities of the EESAC as well as the budget. Resources to improve Reading, Math, and Science achievement are reviewed as well as

resources to implement a positive behavior incentive program. Funds will be used to enhance student achievement across all disciplines.

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

Supplemental textbooks and school supplies will be purchased from the SAC money. The SAC committee voted on an area of the school that needs extra support and chooses to purchase materials for the students. Guidelines were set within the framework of what the money could be used for. Teachers and/or committees wrote proposals for the use of the EESAC money, provided a report and read the proposal to the SAC, and the body voted to approve or reject the proposal.

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
Burth, Earl	Principal
Barcinas, Christina	Instructional Coach
Galera, Peter	Assistant Principal
Collier, Charmeia	Instructional Coach
Hernandez, Anisley	Instructional Coach

b. Duties

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

The Literacy Leadership Team meets on a monthly basis to review data, discuss current trends/ instructional practices, and ways to improve literacy across all content areas. Bulletin board displays, goal setting charts, Parent Academy Workshops, and literacy programs with information posted on the school web-site are ways that we promote literacy within the school.

A professional development (PD) calendar is created and PD is provided based on teacher and student surveys and feedback. We provide a wide array of incentives for student growth in reading, for proficiency, and for the use of reading programs within our school.

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.

A common planning schedule has been created to facilitate a collaborative relationship among teachers. Instructional coaches facilitate the meetings and provide structure in order to maintain positive and productive collaborative planning sessions. Teachers have received and will continue to receive training

in Florida Standards and are implementing the rigorous requirements of these standards to guide our students to becoming effective readers. Job-embedded professional development opportunities will be provided to further emphasize positive working relationships among teachers. Teacher will be encouraged to share best practices during common planning and Lesson Studies.

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

The programs and student population of West Homestead K-8 Center will be discussed during the hiring process and teachers will be given the opportunity to learn about our students and the role needed to support student achievement. New teachers will be provided mentoring and support through common planning, coaching and leadership assistance. Additionally, all new hires will be given the opportunity to meet regularly with colleagues and/or administration who will answer questions, assist in areas of need, provide guidance and suggestions, and become a resource to the new hires. New hires will be encouraged to attend professional development and they will be given the opportunity to observe peers and instructional coaches.

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

Instructional Coaches provide support to new teachers initially in the areas of common planning, classroom environment, creating structures and routines, and becoming acclimated to teaching. Teachers are given the opportunity to visit their peers to see effective teaching and systems. Generally, teachers are paired based on common grade level and subject(s) taught.

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.

Teachers are provided the core instructional materials that have been mandated by Miami-Dade County Public Schools. Teachers create lesson plans using the core instructional materials which include item specifications and pacing guide. The use of the materials is monitored during walkthroughs and when reviewing student work samples.

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.

Current data is analyzed by teachers, administrators, and coaches. Using the current data helps our school target low scoring standards that need remediation. Our leadership team conducts informal and formal data chats with the teachers and what strategies need to be put in place to improve our scores. Teachers also use the data within their classrooms to discuss with their students on how to target these low scoring standards and what needs to be done in order to improve their comprehension.

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: 60

The YMCA After School program services and provides tutoring for the students at West Homestead K-8.. All students receive reading and/or mathematics intervention or enrichment.

Strategy Rationale

Students receive an additional minutes of math instruction and reading intervention to further enhance classroom instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Burth, Earl , burthe@dadeschools.net

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

OPM data from the Saxon or Wonderworks intervention program is used to guide tutoring. The data is reviewed during the leadership team meetings and in grade level meetings.

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.

Families of preschool children transitioning into kindergarten programs are provided assistance all year long. At the Kindergarten Round-Up, parents are provided an overview of the school and the facility, provided immunization and health information and provide registration information. Children are provided an opportunity to meet the teachers and experience various kindergarten activities. The school works with the district to provide transition for students arriving from Head Start and VPK programs within the district.

Kindergarten students are assessed using I-Ready Diagnostic to assess their instructional readiness. Instruction is adjusted as needed, after data has been analyzed by the coaches and administration.

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.

College and Career Day will showcase and highlight colleges and careers that are available in the 21st century. The school counselor, PTA, and Community Involvement Specialist establish relationships with colleges and business leaders who are willing to participate in the event. The principal also builds relationships with community stakeholders by attending events in the community. Partnerships with the feeder pattern high school and various magnet schools will provide our students field trips to increase awareness of college and career opportunities.

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.

To increase college awareness and access to the middle school students, students will create a portfolio with activities focused on goal setting and high school and college research related to their fields of interest. In addition, students will have opportunities to enroll in high school level credit courses (Algebra I Honors, Physical Science Honors).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If common planning across core subjects is conducted and monitored with fidelity, 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 common planning across core subjects is conducted and monitored with fidelity, then student achievement will increase. **1a**

G088086

Targets Supported **1b**

Indicator	Annual Target
Statewide Science Assessment Achievement	39.0
Students exhibiting two or more EWS indicators (Total)	28.0
FSA Mathematics Achievement	0.0

Targeted Barriers to Achieving the Goal **3**

- Instructional Delivery through the use of an instructional framework that impacts pacing, the use of gradual release model and differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Pacing Guides, FCAT Item Specifications, Year-at-a-Glance, Essential Labs, AIMS Activity Books, CER Tasks, Gizmos, Brainpop, Study Jams, CPALMS, Discovery Education, Pearson Interactive, Edgenuity, Penda Learning, Planning Cards, Sciencesaurus, J&J Bootcamp, Science Speed bag, instructional framework, curriculum support specialist, job-embedded professional developments, collaborative planning.
- DISTRICT-Professional development-content specific, Edgenuity, NBC Learn, Discovery Education. 6th through 8th Grade Civics-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), Civics Test Item Specifications (FLDOE), 7th grade Civics Task Cards. Tablets – 6th grade through 8th grade. MDCPS Social Science Website - Pacing Guide, Lesson Plans aligned to standards, Timelines for 6th grade through 8th grade, History Labs. State Resources- Florida Standards Reading in History (RH) and Writing in History, Science, & Technical Area (WHST), Florida Standards Writing desktop rubrics. Division of Academic Support (Social Science) Annotation Symbols, Civics Data Chat forms for Data Analysis, Social Studies Instructional Framework, suggested Lesson Plan Template with Gradual Release of Responsibility Model (GRRM). Training modules to include "Social Studies Interactive Notebook", "Social Studies Interactive Timeline", "Data! Data! Data!", "Text Dependent Questions", "Florida Standards for Social Studies", "Situation Stations", "Lesson Study", "Next Generation Sunshine State Standards-Social Studies", "Word Sorts to Word Walls."
- Instructional Frameworks, Curriculum Support Specialist (CSS), Instructional Coaches, Job Embedded Professional Developments, Common Planning, Iready, Item Specs, ELA District Pacing Guides, FSA Writing Rubrics
- Instructional Frameworks, Curriculum Support Specialist (CSS), Instructional Coaches, Job Embedded Professional Developments, Common Planning, Iready, Mathematics Item Specs, Mathematics District Pacing Guides, Edgeniuty, Glzmos, Reflex Math, GO Math, Ready Books, Algebra Nation

Plan to Monitor Progress Toward G1. 8

i-Ready Reading Assessments, Bi-Weekly Reading Assessments

Person Responsible

Christina Barcinas

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Grade levels will show 50% proficiency on assessments.

Plan to Monitor Progress Toward G1. 8

Science (SSA) and Topic Assessments and Statewide Science Assessment

Person Responsible

Daniel Alvarez

Schedule

Quarterly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Statewide Science Assessment (SSA) 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. If common planning across core subjects is conducted and monitored with fidelity, then student achievement will increase. 1

G088086

G1.B2 Instructional Delivery through the use of an instructional framework that impacts pacing, the use of gradual release model and differentiated instruction. 2

B234214

G1.B2.S1 Common planning framework that embeds standards-based instruction and focuses on backwards planning. 4

S246997

Strategy Rationale

Common planning ensures that classroom instruction will fulfill the rigor identified through the FSA and response items.

Action Step 1 5

Training on interpreting the standards: understanding students' needs, the pre-requisites needed to have purposeful instruction, and developing objectives related to standards; and creating a pre-planning process.

Person Responsible

Charmeia Collier

Schedule

Biweekly, from 10/14/2016 to 6/2/2017

Evidence of Completion

Sign -in sheet, agenda, participation packet

Action Step 2 5

Training on "Scampering" of questions with Item Specifications, SSA & FSA Assessment.

Person Responsible

Schedule

Biweekly, from 10/14/2016 to 5/5/2017

Evidence of Completion

Sign -in sheet, agenda, participation packet

Action Step 3 5

During collaborative planning sessions:

- 1a. Modeling and practicing of pre-planning process.
- 1b. Teachers bring completed pre-planning process guide.
- 1c. Align the pre-planning process with the resources to target specific instructional exercises that demonstrate knowledge of the standard.
- 2a. Modeling and practicing of scampering of questions.
- 2b. Teachers bring completed scampering exercises.

Person Responsible

Charmeia Collier

Schedule

On 12/23/2016

Evidence of Completion

1a-c. Collaborative planning agenda, pre-planning process guide completed, lesson plans, instructional delivery, student work samples 2. Scampered questions, instructional delivery, student assessments

Action Step 4 5

Follow-up and support given in collaborative planning, individually, classroom visits, discussions/ feedback, and coaching cycles as needed.

Person Responsible

Charmeia Collier

Schedule

Biweekly, from 9/6/2016 to 12/23/2016

Evidence of Completion

Collaborative planning agendas, coach's notes/cycles, coach's schedule

Action Step 5 5

Monitoring of trainings and implementation of pre-planning process and scampering of questions by observing of trainings, attending collaborative sessions, classroom observations, lesson plans, and coach's schedules/cycles.

Person Responsible

Earl Burth

Schedule

Biweekly, from 9/6/2016 to 12/23/2016

Evidence of Completion

Agendas, Leadership Meeting Discussions, Classroom Walk-throughs, lesson plans, data

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

Weekly common planning meetings to ensure effective and rigorous lessons.

Person Responsible

Peter Galera

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Agendas, sign-in sheets

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

Administration of i-Ready Growth Monitoring and Topic Assessments for Grades 3-8

Person Responsible

Peter Galera










Schedule

On 12/23/2016

Evidence of Completion

Reports from Topic Assessment and I-Ready to monitor proficiency and/or student progress.

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.B2.S1.MA1  M334378	Administration of i-Ready Growth Monitoring and Topic Assessments for Grades 3-8	Galera, Peter	8/29/2016	Reports from Topic Assessment and I-Ready to monitor proficiency and/or student progress.	12/23/2016 one-time
G1.B2.S1.A3  A321241	During collaborative planning sessions: 1a. Modeling and practicing of pre-planning process....	Collier, Charmeia	9/6/2016	1a-c. Collaborative planning agenda, pre-planning process guide completed, lesson plans, instructional delivery, student work samples 2. Scampered questions, instructional delivery, student assessments	12/23/2016 one-time
G1.B2.S1.A4  A321242	Follow-up and support given in collaborative planning, individually, classroom visits,...	Collier, Charmeia	9/6/2016	Collaborative planning agendas, coach's notes/cycles, coach's schedule	12/23/2016 biweekly
G1.B2.S1.A5  A321243	Monitoring of trainings and implementation of pre-planning process and scampering of questions by...	Burth, Earl	9/6/2016	Agendas, Leadership Meeting Discussions, Classroom Walk-throughs, lesson plans, data	12/23/2016 biweekly
G1.B2.S1.A2  A321240	Training on "Scampering" of questions with Item Specifications, SSA & FSA Assessment.		10/14/2016	Sign -in sheet, agenda, participation packet	5/5/2017 biweekly
G1.MA1  M334384	i-Ready Reading Assessments, Bi-Weekly Reading Assessments	Barcinas, Christina	8/29/2016	Grade levels will show 50% proficiency on assessments.	6/2/2017 monthly
G1.MA2  M334385	Science (SSA) and Topic Assessments and Statewide Science Assessment	Alvarez, Daniel	9/5/2016	Statewide Science Assessment (SSA) Results	6/2/2017 quarterly
G1.B2.S1.MA1  M334379	Weekly common planning meetings to ensure effective and rigorous lessons.	Galera, Peter	8/29/2016	Agendas, sign-in sheets	6/2/2017 weekly
G1.B2.S1.A1  A321239	Training on interpreting the standards: understanding students' needs, the pre-requisites needed to...	Collier, Charmeia	10/14/2016	Sign -in sheet, agenda, participation packet	6/2/2017 biweekly

V. Professional Development Opportunities

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

G1. If common planning across core subjects is conducted and monitored with fidelity, then student achievement will increase.

G1.B2 Instructional Delivery through the use of an instructional framework that impacts pacing, the use of gradual release model and differentiated instruction.

G1.B2.S1 Common planning framework that embeds standards-based instruction and focuses on backwards planning.

PD Opportunity 1

Training on interpreting the standards: understanding students' needs, the pre-requisites needed to have purposeful instruction, and developing objectives related to standards; and creating a pre-planning process.

Facilitator

Charmeia Collier

Participants

Faculty and Staff

Schedule

Biweekly, from 10/14/2016 to 6/2/2017

PD Opportunity 2

Training on "Scampering" of questions with Item Specifications, SSA & FSA Assessment.

Facilitator

Charmeia Collier

Participants

Math Department grades 3-8

Schedule

Biweekly, from 10/14/2016 to 5/5/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Training on interpreting the standards: understanding students' needs, the pre-requisites needed to have purposeful instruction, and developing objectives related to standards; and creating a pre-planning process.	\$0.00
2	G1.B2.S1.A2	Training on "Scampering" of questions with Item Specifications, SSA & FSA Assessment.	\$0.00
3	G1.B2.S1.A3	During collaborative planning sessions: 1a. Modeling and practicing of pre-planning process. 1b. Teachers bring completed pre-planning process guide. 1c. Align the pre-planning process with the resources to target specific instructional exercises that demonstrate knowledge of the standard. 2a. Modeling and practicing of scampering of questions. 2b. Teachers bring completed scampering exercises.	\$0.00
4	G1.B2.S1.A4	Follow-up and support given in collaborative planning, individually, classroom visits, discussions/feedback, and coaching cycles as needed.	\$0.00
5	G1.B2.S1.A5	Monitoring of trainings and implementation of pre-planning process and scampering of questions by observing of trainings, attending collaborative sessions, classroom observations, lesson plans, and coach's schedules/cycles.	\$0.00
Total:			\$0.00