

Miami-Dade County Public Schools

Homestead Middle School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	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	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	C

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Homestead Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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: Fathers 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 counselors are available to students throughout the day. School guidance counselors provide 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 HERO points for displaying the HMS PBS standards of a model student. Students then redeem their HERO points for weekly incentives and special events that are planned monthly. Our Student Services Department works closely with our EWS students to address truancy, academic and social/emotional needs. Through Community in Schools, 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 is critical to ensuring that academic success and a safe learning environment are maintained. The Miami-Dade County Public Schools 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. The Code of Student Conduct is available to all students and parents via the school website. Our school is a Positive Behavior School (PBS) that awards students points through the HERO system. Students are able to redeem points in the PBS store/lounge. A positive environment is cultivated where students are taught behavior and their expectations. Expectations are aligned with the district's code of student conduct and ensure 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 expectations 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, Communities in Schools, Campus Shield Social Worker and school guidance counseling (student services). The School's 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.
- Students are assisted in understanding the world of work and his/her responsibility to society and the community.
- Students 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 Standard 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 meet 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	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	30	26	14	0	0	0	0	70
Level 1 on statewide assessment	0	0	0	0	0	0	84	130	101	0	0	0	0	315

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	77	138	122	0	0	0	0	337

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 who 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

To build positive relationships with parents, numerous incentives, activities, and programs have been implemented. The Community Involvement Specialist hosts monthly meetings for parents. During the meetings, she invites instructional coaches to come and present information on reading, math, and science topics to increase parents' conceptual understanding, enabling them to assist their children. Attendance workshops are provided to parents with a focus on attendance interventions and a clear understanding of the strong correlation between daily attendance and student achievement. The Community Involvement Specialist also assists and encourages parents to become school volunteers, so that they have a more active role in the school. Parents are encouraged to visit the Parent Resource Center which is open daily and provides a comfortable environment for parents to receive assistance. Parents are informed of activities and school events through Connected-Ed messages, monthly calendars, the school's website and social media.

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's twitter account and monthly calendar of events. We have created partnerships in the community that support the overall goal of our school. 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

1. School Leadership Team

a. Membership

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

Name	Title
Bryant, Contessa	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 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 Student 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; identify systematic patterns of student needs 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.

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 staff on a quarterly basis.

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. Transformational 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 Meetings are provided by the Principal, Assistant Principals and Transformational Coaches. 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.

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
Contessa Bryant	Principal
Lisette Rivera	Education Support Employee
Jacqueline Washington	Parent
Marie Juste	Teacher
Kim Hill	Teacher
Idella Hill	Teacher
Tamara Reynolds	Teacher
Barbara Martin	Parent
Ashley Fernandez	Parent
Letitia Williams	Parent
Shanquella Scott	Parent
Javid Mortazavi	Business/Community
Alexa Reichbaum	Education Support Employee
Michael Styles	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 2016-2017 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 stakeholders to help create a learning environment that empowers students. The development of the School Improvement Plan involved all stakeholders present during the EESAC meeting at the beginning of the 2017-2018 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 sources to ensure that the SIP strategies are aligned to student needs.

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 \$2,999.00 for the 2017-2018 school year . A proposal for the expenditure of the EESAC funds was presented during the September 2017 EESAC meeting . The Council determined and approved that \$2,999.00 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
Andre, Shirley	School Counselor
Salvo, Eugenia	Instructional Coach
Stevenson, Sheneka	Instructional Coach
Bryant, Contessa	Principal

b. Duties

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

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 thereby reinforcing expectations. In essence, the school principal has a great impact on student outcomes through the support of teachers and coaches. The HMS LLT understands the literacy challenges of the populations of students whom we serve and therefore work collaboratively to address their needs. 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) School wide Literacy Strategies
- (2) Literacy Night
- (3) Literacy Week
- (4) MyON
- (5) iReady
- (6) Book Club
- (7) Lesson Study/PLC's/Collaborative Planning
- (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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 sessions, department/team meetings and weekly common planning sessions. During common planning, teachers are provided opportunities to collaborate and work together to develop quality lesson plans 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 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, its initiatives and magnet education program by attending District-sponsored recruitment fairs, Teach for America (TFA) Hiring Fairs and local college recruitment fairs. In addition, early career teachers are provided meaningful professional development opportunities focused on 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 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. Teachers will be paired considering subject area certification, teacher effectiveness and willingness. 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, District Pacing Guides, Response Stems, etc. Teachers participate in weekly common planning sessions where instructional coaches facilitate the process of effective planning aligned to standards. Through the planning process, teachers are able to identify the knowledge and skills required of both teachers and students for skill acquisition. The process makes the learning objectives manageable for teachers and the learning goals clear for 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. District Dashboard, PowerBI, District Interim Assessments, and iReady Diagnostic Assessments data is disaggregated and shared with teachers. During common planning, teachers utilize data to plan differentiated instructional 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: 2,160

After-school ELL tutoring provides instruction in core academic subjects: reading, mathematics and science utilizing research-based instructional materials. ELL tutoring will begin in November, 2017 and will be offered for two hours, twice 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, jbritton@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, 2018.

Strategy Rationale

The implementation of the program will assist in strengthening 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

Lopez, Catherine, lopezc021@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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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, discussion of requirements and student academic expectations. The school's Guidance Counselor and support staff visit local elementary schools to provide students with information and to recruit students to our International Baccalaureate Middle Years Program (IBMYP). The IBMYP program allows students to make the connection between the relevance of what they are learning and the global impact. Students in this program complete standards-based and community service projects throughout the three year program. A school-wide high school magnet fair will be held for all 8th grade students in November 2017 and students will be 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

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 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

G096665

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	35.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Although interventions were implemented, data was not used on a consistent basis to determine placement of students into intervention groups.

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 not only for guided effective feedback but as an additional reference for students.
- 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.
- Specific Social Science professional development that supports standards-based instruction are: 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

Leadership team will review data to ensure that students are making progress towards the goal.

Person Responsible

Contessa Bryant

Schedule

Every 3 Weeks, from 9/25/2017 to 6/7/2018

Evidence of Completion

Unit/chapter assessments, iReady data, topic assessments, data chat protocol

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

G096665

G1.B1 Although interventions were implemented, data was not used on a consistent basis to determine placement of students into intervention groups. 2

B260002

G1.B1.S1 Provide teachers with data and conduct data chats targeting the lowest 30% of students. 4

S275428

Strategy Rationale

Ability to effect student achievement within the lowest 30% requires that all personnel is made aware of the targeted students. The level of accountability is shared during ongoing data chats in order to effectively conduct differentiated instruction.

Action Step 1 5

Administrators will participate in the monthly Instructional Coaches Academy (ICADs) to support content area instruction.

Person Responsible

Contessa Bryant

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Action Plan, ICADs Agenda and schedules

Action Step 2 5

Transformation coaches will participate in the monthly Transformation Coach Cohorts (TCCs) to support content area instruction.

Person Responsible

Contessa Bryant

Schedule

Monthly, from 8/24/2017 to 5/31/2018

Evidence of Completion

Action Plan, TCC agenda, TCC schedule

Action Step 3 5

Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.

Person Responsible

Contessa Bryant

Schedule

Triannually, from 9/11/2017 to 5/25/2018

Evidence of Completion

Action Plan, Instructional Review schedule

Action Step 4 5

Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.

Person Responsible

Contessa Bryant

Schedule

Triannually, from 7/18/2017 to 5/25/2018

Evidence of Completion

Strategic Planning schedule, assessment data

Action Step 5 5

Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.

Person Responsible

Contessa Bryant

Schedule

Triannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

DATA/COM schedule, presentation, sign-in sheet, follow-up notes

Action Step 6 5

Content area teams will meet weekly to conduct common planning.

Person Responsible

Contessa Bryant

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, support logs, agenda

Action Step 7 5

Provide meaningful professional development during faculty meetings.

Person Responsible

Catherine Lopez

Schedule

Monthly, from 8/17/2017 to 5/31/2018

Evidence of Completion

Agenda, sign-in sheet

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

Leadership team will conduct classroom walk-throughs to monitor the implementation of the action plan cycles.

Person Responsible

Contessa Bryant

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Administrator walk-throughs, lesson plans, student journals, student work folders

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

Leadership team will meet weekly to monitor the implementation of the intervention framework,

Person Responsible

Contessa Bryant

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Intervention schedules, intervention data

G1.B1.S2 Provide interventions to meet intimate academic needs of students through differentiated instruction provide during Saturday school and in class support. 4

 S275429

Strategy Rationale

Ability to identify and meet the needs of students requires additional personnel both in the classroom and during extended learning opportunities.

Action Step 1 5

Secure interventionists to support differentiated instruction.

Person Responsible

Contessa Bryant

Schedule

On 5/31/2018

Evidence of Completion

attendance roster, lesson plans, progress monitoring data, schedules

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

Common planning with teachers and interventionists will ensure the fidelity of the intervention program.

Person Responsible

Contessa Bryant

Schedule

On 5/30/2018

Evidence of Completion

lesson plans, walkthroughs, common planning calendar

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

The effectiveness of interventions will be determined by progress monitoring data.

Person Responsible

Contessa Bryant


Schedule

On 5/31/2018

Evidence of Completion

Data will be used to determine effectiveness of interventions and interventionists.

G1.B1.S3 Provide additional computer based interventions to students during classroom rotations to further strengthen differentiated instruction. 4

 S275430

Strategy Rationale

Students need the opportunity to practice and build skills through the use of technology.

Action Step 1 5

Secure technology and programs to support intensive reading and mathematics classes.

Person Responsible

Schedule

On 5/31/2018

Evidence of Completion

purchase orders

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

Fidelity of technology usage and integration will be monitored through continual classroom walkthroughs with feedback.

Person Responsible

Contessa Bryant

Schedule

On 5/31/2018

Evidence of Completion

walkthrough logs, reports (progress monitoring and usage)

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

The effectiveness of implementation will be demonstrated by increased usage and ultimately achievement.

Person Responsible

Contessa Bryant

Schedule

On 5/31/2018

Evidence of Completion

Progress monitoring reports, data usage reports and intervention tracking report

G1.B1.S4 Educational field trips to enrich the Science curriculum to expose students to real life applications to include Science, Engineering and Math. 4

 S275431

Strategy Rationale

Research indicates that real world experiences helps to support classroom instruction to make connections from text to application.

Action Step 1 5

Provide various educational field trips to Animal Kingdom, NASA and St. Augustine where students are provided opportunities to connect classroom learning to real world experiences in science, technology, engineering and mathematics. The experiences to Animal Kingdom and NASA will connect student learning in sciences specifically in biology, engineering and overall problem solving. The St. Augustine trip will connect student learning in the area of social sciences allowing a better understanding of early colonization studied in both civics and US History.

Person Responsible

Contessa Bryant

Schedule

On 5/31/2018

Evidence of Completion

field trip forms, aligned assignments to field trip experiences.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Educational field trip experiences will be monitored by field trip forms and funds expenditures in that area.

Person Responsible

Contessa Bryant

Schedule

On 5/31/2018

Evidence of Completion

field trip forms, lesson plans, student assignments

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

The support for educational field trips will be to assist teachers in finding experiences that align to the curriculum.

Person Responsible

Contessa Bryant

Schedule

On 5/31/2018

Evidence of Completion

lesson plans, student assignments, field trip forms

G1.B1.S5 Provide additional classroom supplies and materials to enhance the quality of extended learning opportunities for students. 4

 S275432

Strategy Rationale

Additional classroom supplies and materials are necessary to create effective extended learning opportunities.

Action Step 1 5

Purchase additional materials and supplies to ensure the effectiveness of the intervention programs.

Person Responsible

Contessa Bryant

Schedule

On 5/31/2018

Evidence of Completion

purchase orders, walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

The fidelity of providing additional materials will be monitored through the use of the district's purchasing manual.

Person Responsible

Contessa Bryant

Schedule

On 5/31/2018

Evidence of Completion

purchase orders

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

The effectiveness of the intervention program will be monitored by walkthroughs and data reports.

Person Responsible

Contessa Bryant

Schedule

On 5/31/2018

Evidence of Completion

walkthrough logs, data reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A3 A369711	Conduct the Instructional Review process and identify action steps required to eliminate the...	Bryant, Contessa	9/11/2017	Action Plan, Instructional Review schedule	5/25/2018 triannually
G1.B1.S1.A4 A369712	Leadership team will collaboratively participate in strategic planning meetings to make informed...	Bryant, Contessa	7/18/2017	Strategic Planning schedule, assessment data	5/25/2018 triannually
G1.B1.S1.A5 A369713	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination...	Bryant, Contessa	8/14/2017	DATA/COM schedule, presentation, sign-in sheet, follow-up notes	5/25/2018 triannually
G1.B1.S1.A6 A369714	Content area teams will meet weekly to conduct common planning.	Bryant, Contessa	8/21/2017	Sign-in sheets, support logs, agenda	5/25/2018 weekly
G1.B1.S2.MA1 M398178	Common planning with teachers and interventionists will ensure the fidelity of the intervention...	Bryant, Contessa	11/1/2017	lesson plans, walkthroughs, common planning calendar	5/30/2018 one-time
G1.B1.S1.A1 A369709	Administrators will participate in the monthly Instructional Coaches Academy (ICADs) to support...	Bryant, Contessa	9/1/2017	Action Plan, ICADs Agenda and schedules	5/31/2018 monthly
G1.B1.S1.A2 A369710	Transformation coaches will participate in the monthly Transformation Coach Cohorts (TCCs) to...	Bryant, Contessa	8/24/2017	Action Plan, TCC agenda, TCC schedule	5/31/2018 monthly
G1.B1.S1.A7 A369715	Provide meaningful professional development during faculty meetings.	Lopez, Catherine	8/17/2017	Agenda, sign-in sheet	5/31/2018 monthly
G1.B1.S2.MA1 M398177	The effectiveness of interventions will be determined by progress monitoring data.	Bryant, Contessa	11/1/2017	Data will be used to determine effectiveness of interventions and interventionists.	5/31/2018 one-time
G1.B1.S2.A1 A369716	Secure interventionists to support differentiated instruction.	Bryant, Contessa	11/1/2017	attendance roster, lesson plans, progress monitoring data, schedules	5/31/2018 one-time
G1.B1.S3.MA1 M398179	The effectiveness of implementation will be demonstrated by increased usage and ultimately...	Bryant, Contessa	11/1/2017	Progress monitoring reports, data usage reports and intervention tracking report	5/31/2018 one-time
G1.B1.S3.MA1 M398180	Fidelity of technology usage and integration will be monitored through continual classroom...	Bryant, Contessa	11/1/2017	walkthrough logs, reports (progress monitoring and usage)	5/31/2018 one-time
G1.B1.S3.A1 A369717	Secure technology and programs to support intensive reading and mathematics classes.		11/1/2017	purchase orders	5/31/2018 one-time
G1.B1.S4.MA1 M398181	The support for educational field trips will be to assist teachers in finding experiences that...	Bryant, Contessa	11/1/2017	lesson plans, student assignments, field trip forms	5/31/2018 one-time
G1.B1.S4.MA1 M398182	Educational field trip experiences will be monitored by field trip forms and funds expenditures in...	Bryant, Contessa	11/1/2017	field trip forms, lesson plans, student assignments	5/31/2018 one-time
G1.B1.S4.A1 A369718	Provide various educational field trips to Animal Kingdom, NASA and St. Augustine where students...	Bryant, Contessa	11/1/2017	field trip forms, aligned assignments to field trip experiences.	5/31/2018 one-time
G1.B1.S5.MA1 M398183	The effectiveness of the intervention program will be monitored by walkthroughs and data reports.	Bryant, Contessa	11/1/2017	walkthrough logs, data reports	5/31/2018 one-time
G1.B1.S5.MA1 M398184	The fidelity of providing additional materials will be monitored through the use of the district's...	Bryant, Contessa	11/1/2017	purchase orders	5/31/2018 one-time
G1.B1.S5.A1 A369719	Purchase additional materials and supplies to ensure the effectiveness of the intervention programs.	Bryant, Contessa	11/1/2017	purchase orders, walkthroughs	5/31/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1 M398185	Leadership team will review data to ensure that students are making progress towards the goal.	Bryant, Contessa	9/25/2017	Unit/chapter assessments, iReady data, topic assessments, data chat protocol	6/7/2018 every-3-weeks
G1.B1.S1.MA1 M398175	Leadership team will meet weekly to monitor the implementation of the intervention framework,	Bryant, Contessa	9/25/2017	Intervention schedules, intervention data	6/7/2018 weekly
G1.B1.S1.MA1 M398176	Leadership team will conduct classroom walk-throughs to monitor the implementation of the action...	Bryant, Contessa	9/25/2017	Administrator walk-throughs, lesson plans, student journals, student work folders	6/7/2018 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 Although interventions were implemented, data was not used on a consistent basis to determine placement of students into intervention groups.

G1.B1.S1 Provide teachers with data and conduct data chats targeting the lowest 30% of students.

PD Opportunity 1

Provide meaningful professional development during faculty meetings.

Facilitator

Leadership Team/Transformation Coaches

Participants

Instructional Staff

Schedule

Monthly, from 8/17/2017 to 5/31/2018

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	Administrators will participate in the monthly Instructional Coaches Academy (ICADs) to support content area instruction.				\$0.00
2	G1.B1.S1.A2	Transformation coaches will participate in the monthly Transformation Coach Cohorts (TCCs) to support content area instruction.				\$0.00
3	G1.B1.S1.A3	Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.				\$0.00
4	G1.B1.S1.A4	Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.				\$0.00
5	G1.B1.S1.A5	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.				\$0.00
6	G1.B1.S1.A6	Content area teams will meet weekly to conduct common planning.				\$0.00
7	G1.B1.S1.A7	Provide meaningful professional development during faculty meetings.				\$0.00
8	G1.B1.S2.A1	Secure interventionists to support differentiated instruction.				\$168,706.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6251 - Homestead Middle School	UniSIG		\$168,706.00
9	G1.B1.S3.A1	Secure technology and programs to support intensive reading and mathematics classes.				\$27,554.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6251 - Homestead Middle School	UniSIG		\$27,554.00
10	G1.B1.S4.A1	Provide various educational field trips to Animal Kingdom, NASA and St. Augustine where students are provided opportunities to connect classroom learning to real world experiences in science, technology, engineering and mathematics. The experiences to Animal Kingdom and NASA will connect student learning in sciences specifically in biology, engineering and overall problem solving. The St. Augustine trip will connect student learning in the area of social sciences allowing a better understanding of early colonization studied in both civics and US History.				\$36,870.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6251 - Homestead Middle School	UniSIG		\$36,870.00

Dade - 6251 - Homestead Middle School - 2017-18 SIP
Homestead Middle School

11	G1.B1.S5.A1	Purchase additional materials and supplies to ensure the effectiveness of the intervention programs.				\$11,210.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6251 - Homestead Middle School	UniSIG		\$11,210.00
Total:						\$244,340.00