



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Homestead Middle School

650 NW 2ND AVE

Homestead, FL 33030

305-247-4221

<http://homesteadmiddle.dadeschools.net>

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## School Demographics

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|-------------------------------------|-----------------------------|---|
| <b>School Type</b><br>Middle School | <b>Title I</b><br>Yes       | <b>Free and Reduced Lunch Rate</b><br>98% |
| <b>Alternative/ESE Center</b><br>No | <b>Charter School</b><br>No | <b>Minority Rate</b><br>98%               |

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## School Grades History

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|                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|
| <b>2013-14</b><br>C | <b>2012-13</b><br>D | <b>2011-12</b><br>D | <b>2010-11</b><br>C |
|---------------------|---------------------|---------------------|---------------------|

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA   | N/A    | N/A |

  

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No       | No                     | No       | No               |

## Current School Status

### School Information

#### School-Level Information

##### School

Homestead Middle School

##### Principal

Rachelle Surrancy A

##### School Advisory Council chair

Nancy Madrigal

#### Names and position titles of the School-Based Leadership Team (SBLT)

| Name                     | Title                 |
|--------------------------|-----------------------|
| Rachelle A. Surrancy     | Principal             |
| Jonathan Britton         | Assistant Principal   |
| Katori Wisdom            | Reading Coach         |
| Reginald Revere          | Mathematics Coah      |
| Regina Jackson-Brooks    | Science Coach         |
| Dr. Irene Schutt-Aine    | School Psychologist   |
| Dr. Alva Bowen           | School Social Worker  |
| Justin Bess              | PBS Coordinator       |
| Shirley Jean-Felix Andre | Student Services      |
| Irahima Montoya          | SPED Department Chair |
| Valarie Nelson           | IB Coordinator        |

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Homestead Middle School's Educational Excellence School Advisory Council is comprised of the school's principal; 4 teachers, and 1 alternate; the UTD Building Steward; 1 Educational Support staff, and 1 alternate; 4 parents, and 1 alternate; 2 students and 1 alternate; and 1 business/community representative.

## **Involvement of the SAC in the development of the SIP**

The Educational Excellence School Advisory Council (EESAC) committee will receive on-going reports on the status of the implementation of the School Improvement Plan (SIP). A mid-year review of the implementation of the current SIP will be conducted in order to assess where resources need to be targeted for the remainder of the school year. Additionally, a progress assessment meeting will be scheduled at the end of the school year. In attendance will be the school principal, EESAC chairperson, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative. At this meeting, the EESAC makes a presentation of findings. Included in this presentation are data elements that identify the strengths and opportunities for improvement of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the SIP. Staff at HMS will review the status of the SIP objectives and will collaborate with the EESAC to determine how student achievement will be addressed next school year. In order to ensure timely implementation of the SIP, the EESAC will monitor school wide data on an ongoing basis throughout the school year, using the Continuous Improvement Model. This is the primary vehicle that the EESAC will use to review data and receive reports from school administration and staff that will assist in determining whether the components of the plan are being implemented with fidelity, and whether the strategies are being effective. The faculty will also participate in the development, implementation, and evaluation of the SIP using the Continuous Improvement Model, through faculty and departmental meetings.

## **Activities of the SAC for the upcoming school year**

The monthly meetings attended by administrators, teachers, parents, students, and community representatives cover a wide range of topics, concerns, and suggestions that promote student achievement. The EESAC addresses the school budget, curriculum, testing, safety, attendance, and other school related topics. The EESAC provides financial support in all academic areas as well as electives, technology, and classroom libraries. All meetings comply with Section 1001.452, F.S., requirements and are held in the evening to make it easier for non-school employees to attend.

## **Projected use of school improvement funds, including the amount allocated to each project**

The EESAC accepts proposals from faculty and staff and decides funding based on specific needs, areas being serviced, and number of students impacted. EESAC has also listened to the budgetary constraints and school budget deficit which have been outlined by the principal and have impacted the overall operation of the school. For the 2013-2014 school year, the EESAC has \$2,300 in its budget. Funds have been earmarked for the provision of supplemental instructional resources.

## **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

## **If not in compliance, describe the measures being taken to comply with SAC requirements**

### **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Administrators**

##### **# of administrators**

2

##### **# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:****Rachelle Surrancy A**

Principal

Years as Administrator: 11

Years at Current School: 5

**Credentials**

Degrees:

Bachelor of Arts,  
English and EducationMaster of Science,  
English Education

Certifications:

Educational Leadership K-12  
English**Performance Record**

HOMESTEAD MIDDLE SCHOOL

2013 – School Grade: D

Rdg. Proficiency, 32%

Math Proficiency, 35%

Rdg. Lrg. Gains, 55 points

Math Lrg. Gains, 54 points

Rdg. Imp. of Lowest 25% -  
53 pointsMath Imp. of Lowest 25% -  
62 points

Rdg. AMO – 48

Math AMO– 44

2012 – School Grade: D

Rdg. Proficiency, 34%

Math Proficiency, 35%

Rdg. Lrg. Gains, 61 points

Math Lrg. Gains, 63 points

Rdg. Imp. of Lowest 25% -  
70 pointsMath Imp. of Lowest 25% -  
67 points

Rdg. AMO – 42

Math AMO – 39

School Year '11'10'09

School Grade C C B

AYP N

High Standards Reading 49 5150

High Standards Math 45 49 50

High Standards Writing 83 87 93 High Standards Science 25 30

25 Learning Gains Reading 6260 67 Learning Gains-Math 63 61  
68

Gains-Reading- 70 67 76

Gains-Math- 68 58 76



**Olivia A. Bernal**

Asst Principal

Years as Administrator: 3

Years at Current School: 1

**Credentials**

## Degrees:

Bachelor of Science in ESE

Master of Science in Reading

Master of Science in ESE

ESOL Endorsed

Educational Specialist in Educational Leadership

## Certifications:

Educational Leadership K-12

ESOL K-12, ESE K-12,

Reading K-12

**Performance Record**CAMPBELL DRIVE MIDDLE  
SCHOOL

2013 – School Grade: D

Rdg. Proficiency, 30%

Math Proficiency, 29%

Rdg. Lrg. Gains, 60 points

Math Lrg. Gains, 53 points

Rdg. Imp. of Lowest 25% -  
68 pointsMath Imp. of Lowest 25% -  
65 points

Rdg. AMO – 37

Math AMO– 38

MIAMI NORLAND SENIOR  
HIGH

2012 – School Grade: A

Rdg. Proficiency, \_\_%

Math Proficiency, \_\_%

Rdg. Lrg. Gains, \_\_ points

Math Lrg. Gains, \_\_ points

Rdg. Imp. of Lowest 25% -  
\_\_ pointsMath Imp. of Lowest 25% -  
\_\_ points

Rdg. AMO – 29

Math AMO– 25

## HAMMOCKS MIDDLE SCHOOL

2011 School Grade: A

AYP N

High Standards Reading -73

High Standards Math -68

High Standards Writing -88

High Standards Science -54

Learning Gains Reading -64 Learning Gains Math -65 Gains  
Reading 25% - 73

Gains Math 25% - 65

## FELIX VARELA SENIOR HIGH

2010 School Grade: A  
AYP N  
High Standards Reading - 49 High Standards Math -78  
High Standards Writing- 89  
High Standards Science- 36  
Learning Gains Reading -55  
Learning Gains Math -78  
Gains Reading 25% -53  
Gains Math 25% - 68

### Instructional Coaches

**# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Katori Wisdom**

Full-time / School-based

Years as Coach: 4

Years at Current School: 5

**Areas**

Reading/Literacy

**Credentials**

Degrees:  
 Bachelor of Arts,  
 English  
 Master of Science,  
 Reading/Literacy  
 Certifications:  
 Middle Grades  
 English (5-9)  
 Reading  
 Endorsement

**Performance Record****HOMESTEAD MIDDLE SCHOOL**

2013 – School Grade: D

Rdg. Proficiency, 32%

Math Proficiency, 35%

Rdg. Lrg. Gains, 55 points

Math Lrg. Gains, 54 points

Rdg. Imp. of Lowest 25% -  
53 pointsMath Imp. of Lowest 25% -  
62 points

Rdg. AMO – 48

Math AMO– 44

2012 – School Grade: D

Rdg. Proficiency, 34%

Math Proficiency, 35%

Rdg. Lrg. Gains, 61 points

Math Lrg. Gains, 63 points

Rdg. Imp. of Lowest 25% -  
70 pointsMath Imp. of Lowest 25% -  
67 points

Rdg. AMO – 42

Math AMO – 39

School Year '11'10'09

School Grade C C B

AYP N

High Standards Reading 49 51 50

High Standards Math 45 49 50

High Standards Writing 83 87 93

High Standards Science 25 30 25 Learning Gains-Reading 62 60

67 Learning Gains-Math 63 61 68

Gains-Reading- 70 67 76

Gains-Math- 68 58 76

**Reginald Revere**

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

**Areas**

Mathematics

**Credentials**

Degrees:

Bachelor of Science in Mathematics

Certifications:

Mathematics, (grades 6 - 12)

**Performance Record**

**Regina Jackson-Brooks**

Full-time / School-based

Years as Coach: 2

Years at Current School: 1

**Areas**

Science

**Credentials**

Degrees:  
 Bachelor of Science Chemistry/Pre-Med, Master of Science-  
 Environmental /Biology  
 Educational Specialist-  
 Educational Leadership, Certifications:  
 Educational Leadership K-12  
 General Science 5-9

**Performance Record**

Pine Villa Elementary  
 2013 – School Grade: F  
 Rdg. Proficiency, 25%  
 Math Proficiency, 39%  
 Rdg. Lrg. Gains, 64 points  
 Math Lrg. Gains, 43 points  
 Rdg. Imp. of Lowest 25% -  
 72 points  
 Math Imp. of Lowest 25% -  
 21 points  
 Rdg. AMO – 44  
 Math AMO– 48  
 2012 – School Grade: D  
 Rdg. Proficiency, 27%  
 Math Proficiency, 37%  
 Rdg. Lrg. Gains, 56 points  
 Math Lrg. Gains, 66 points  
 Rdg. Imp. of Lowest 25% -  
 61 points  
 Math Imp. of Lowest 25% -  
 80 points  
 Rdg. AMO – 39  
 Math AMO – 42  
 Lamar Louise Curry  
 School Year ‘11 ’10 ’09  
 School Grade A A A  
 High Standards Reading 8583 84  
 High Standards Math 84 84 84 Learning Gains Reading 7070 63  
 Learning Gains Math 72 77 79  
 Gains-Reading-25% 66 73 76 Gains-Math-25% 66 73 75

**Classroom Teachers**

**# of classroom teachers**

27

**# receiving effective rating or higher**

25, 93%

**# Highly Qualified Teachers**

96%

**# certified in-field**

26, 96%

**# ESOL endorsed**

5, 19%

**# reading endorsed**

5, 19%

**# with advanced degrees**

15, 56%

**# National Board Certified**

1, 4%

**# first-year teachers**

5, 19%

**# with 1-5 years of experience**

4, 15%

**# with 6-14 years of experience**

14, 52%

**# with 15 or more years of experience**

5, 19%

**Education Paraprofessionals****# of paraprofessionals**

3

**# Highly Qualified**

3, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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

them exposure to best practices, effective planning and instructional delivery, and researched-based active learning strategies.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The Homestead Middle School MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur bi-monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Homestead Middle School's Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI) Team consists:

Tier 1 (Leadership Team)

- Rachelle A. Surrancy, Principal;
- Olivia Bernal, Assistant Principal;
- Katori Wisdom, Reading Coach;
- Reginald Revere, Mathematics Coach;
- Regina Jackson-Brooks, Science Coach;
- Dr. Irene Schutt-Aine, School Psychologist;
- Dr. Alva Bowen, School Social Worker;
- Justin Bess, PBS Coordinator;
- Shirley Jean-Felix Andre, Student Services;
- Irahima Montoya, SPED Department Chair.

The Tier 2 team will consist of the PBS Coordinator, the Assistant Principal, the Student Services staff member, and SPED Department Chair. This part of the MTSS Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those identified, Grade Level Team Leaders, and other teachers will be involved when needed to provide information or revise efforts.

The Tier 3 Team (SST) will consist of those members of the MTSS team identified on the Tier 2 Team, along with the School Psychologist and parent/guardian.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Leadership Team uses the Tier 1 and Tier 2 worksheets to document aimlines and supports for identified academic and behavioral goals, as well as to monitor fidelity of the MTSS implementation. These documents are central in the meetings held to plan, review, and/or revise efforts at increasing academic or behavioral proficiency. Hence, the 4 step problem solving process provides the structure for these meetings, where fidelity data is also reviewed. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavioral

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day, per month



- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The school will participate in the MTSS district professional development which consists of;

1. Administrators attending district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members attending district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff participating in the Florida Rtl online training at providing a network of ongoing support for Rtl.

In addition, the MTSS Leadership Team will monitor the school’s consensus, infrastructure, and implementation to reach a rating of at least 80% MTSS implementation in the school. The school will also utilize back to school night to present MTSS to parents and hand out parent MTSS brochures; as well, a description of MTSS and MTSS parent resources will be available on the school’s web site.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program  
**Minutes added to school year:**

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

**Who is responsible for monitoring implementation of this strategy?**

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

| Name                 | Title               |
|----------------------|---------------------|
| Rachelle A. Surrancy | Principal           |
| Jonathan Britton     | Assistant Principal |
| Katori Wisdom        | Reading Coach       |
| Regina Jackson       | Science Coach       |

| Name            | Title                              |
|-----------------|------------------------------------|
| Reginald Revere | Mathematics Coach                  |
| Ronnica Nix     | Language Arts teacher              |
| Nancy Madrigal  | Social Studies teacher             |
| Valarie Nelson  | IB Coordinator                     |
| Irahima Montoya | SPED Department Chair/ESOL teacher |
| Cynthia Cooper  | Reading Teacher                    |
| Chiffion Dorsey | Reading Teacher                    |
| Smith Sharon    | Writing Teacher                    |
| Justin Bess     | PBS Coordinator                    |

### How the school-based LLT functions

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within our school and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on this team and the team meets monthly.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach is a member of the Reading Leadership Team. The LLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The Reading Leadership Team will encourage and support the development of Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

### Major initiatives of the LLT

The HMS LLT will develop a plan to infuse literacy practices throughout the school employing the following:

- (1) The Word of the Week
- (2) Literacy Night/Writing Night
- (3) Team Read Week
- (4) Photo of Administrators/Teachers Reading
- (5) School Wide novels
- (6) Spelling Bee
- (7) Grade Level AR competition
- (8) Book Club
- (9) Real Students Read Campaign
- (10) Model reading (consistently for students)
- (11) Writing across the curriculum

The team will also focus on monitoring data; the data will provide direction based on targeted benchmarks, which will address rigor, by implementing best practices across content areas. Homestead Middle School has developed and continues to improve a productive literacy program that employs different approaches to achieving success.

### Every Teacher Contributes to Reading Instruction

**How the school ensures every teacher contributes to the reading improvement of every student**

At Homestead Middle, every teacher contributes to the reading improvement of every student daily, through participation in our school-wide Literacy Block. During this block, teachers engage students in reading both informational and literary texts, while infusing literacy-based active reading strategies, such as the CLOZE Reading strategy, Think-Pair-Share-Write, and Vocabulary Concept Maps. In addition, each cohort of content area teachers, with the support of the Reading Coach, and their subject-specific coach, identifies monthly, a reading strategy that students will be exposed to those subject areas, to ensure that the infusion of literacy is evident across the curriculum.

**College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

Homestead Middle School has adopted the International Baccalaureate Middle Years Programme's (IB-MYP) philosophy and is currently recognized as an International Baccalaureate institution. Students participating in this program receive a framework of academic challenge that encourages them to embrace and understand the connections between traditional subjects and the real world, while becoming critical and reflective thinkers we are empowering our students with the intellectual, social and emotional skills to succeed in a global, telematic world as we challenge them to rise to their potential and future lifelong careers.

Homestead Middle School also promotes Career Pathways and Programs of Study. Students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Homestead Middle School promotes career exploration and technical education by working with students in the seventh and eighth grades to complete career interest inventories and match their interest to over 650 careers. Students follow a social studies curriculum that incorporates modules on career planning and development to enhance student knowledge in the area of career education. Students in the eighth grade have access to the electronic Personal Education Plan (ePEP) and work diligently towards building an educational planner that will map out their future high school courses and will direct them into their major areas of interest.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Supporting Secondary School Reform, the Articulation, Transition, and Orientation board policy is in place to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-site Student Services professional will implement lessons which focus on improving personal effectiveness, planning life after high school, and succeeding in post-secondary academic institutions educational and helping students develop a planner that will map out their future high school courses and will direct them into their major areas of interest.

In addition every Wednesday during the morning and afternoon announcements Workday Wednesday a career is explored and shared with student body.

**Strategies for improving student readiness for the public postsecondary level**

N/A

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 48%           | 32%           | No          | 53%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 45%           | 28%           | No          | 51%           |
| Hispanic                   | 47%           | 32%           | No          | 52%           |
| White                      | 73%           |               | No          | 75%           |
| English language learners  | 20%           | 11%           | No          | 28%           |
| Students with disabilities | 33%           | 11%           | No          | 40%           |
| Economically disadvantaged | 46%           | 31%           | No          | 51%           |

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 116           | 21%           | 36%           |
| Students scoring at or above Achievement Level 4 | 55            | 10%           | 17%           |

#### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       |               | 55%           | 60%           |
| Students in lowest 25% making learning gains (FCAT 2.0) |               | 53%           | 58%           |

#### Comprehensive English Language Learning Assessment (CELLA)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 48            | 61%           | 65%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | 18            | 23%           | 31%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | 19            | 24%           | 32%           |

**Area 2: Writing**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 70            | 37%           | 43%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               |               |               |               |

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 44%           | 35%           | No          | 50%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 44%           | 33%           | No          | 50%           |
| Hispanic                   | 43%           | 34%           | No          | 49%           |
| White                      | 58%           |               | No          | 63%           |
| English language learners  | 28%           | 22%           | No          | 36%           |
| Students with disabilities | 33%           | 13%           | No          | 39%           |
| Economically disadvantaged | 44%           | 34%           | No          | 50%           |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 133           | 24%           | 38%           |
| Students scoring at or above Achievement Level 4 | 34            | 6%            | 12%           |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  |               | 54%           | 59%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) |               | 62%           | 66%           |

**Middle School Acceleration**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Middle school participation in high school EOC and industry certifications |               | 100%          | 100%          |
| Middle school performance on high school EOC and industry certifications   |               | 80%           | 82%           |

**Algebra I End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 45            | 62%           | 63%           |
| Students scoring at or above Achievement Level 4 | 13            | 18%           | 18%           |

**Area 4: Science****Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 43            | 22%           | 27%           |
| Students scoring at or above Achievement Level 4 | 14            | 7%            | 9%            |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 |               |               |               |
| Students scoring at or above Level 7   |               |               |               |

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 2             |               | 3           |
| Participation in STEM-related experiences provided for students  |               |               |             |

**Area 6: Career and Technical Education (CTE)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses  | 0             |               |               |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses | 0             |               |               |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses                              |               |               |               |
| Students taking CTE industry certification exams   | 0             |               |               |
| Passing rate (%) for students who take CTE industry certification exams                                  |               |               |               |
| CTE program concentrators  | 0             |               |               |
| CTE teachers holding appropriate industry certifications   | 0             |               |               |

**Area 8: Early Warning Systems****Middle School Indicators**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time   | 135           | 22%           | 21%           |
| Students who fail a mathematics course   | 53            | 9%            | 8%            |
| Students who fail an English Language Arts course  | 53            | 9%            | 8%            |
| Students who fail two or more courses in any subject   | 66            | 11%           | 10%           |
| Students who receive two or more behavior referrals  | 182           | 32%           | 31%           |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 178           | 30%           | 29%           |

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Promote school-wide emphasis on parent and community involvement, Homestead Middle School will demonstrate an increase of 10% in parental involvement during the 2013-2014 school year.

**Specific Parental Involvement Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

## Goals Summary

- G1.** Increase current student achievement levels in all accountability areas (Reading, Math, Algebra 1, Science and Writing) through Differentiated Instruction.
- G2.** Implement active and collaborative strategies to improve comprehension, critical thinking skills, creative thinking skills, and overall academic performance.
- G3.** Implement the use of higher order questioning strategies to promote critical, independent and creative thinking for deeper understanding of the content using essential and higher order questions to initiate and guide student discourse.
- G4.** Incorporate explicit and systematic instruction in all core content areas through the Gradual Release of Responsibility Model.
- G5.** Infuse writing through response to text to support the Reading-Writing connection in all content area classes.

## Goals Detail



**G1. Increase current student achievement levels in all accountability areas (Reading, Math, Algebra 1, Science and Writing) through Differentiated Instruction.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- Instructional Coaches, District Curriculum Support, Interventionist, Differentiated Instruction, Extended Learning Opportunities (i.e. Saturday Academy, After and After school Tutoring), Intervention Materials,

**Targeted Barriers to Achieving the Goal**

- Limited use of data being to drive instruction and target identified student needs.

**Plan to Monitor Progress Toward the Goal**

Use of District Interim Assessments, and the FAIR FCAT Success Probability

**Person or Persons Responsible**

Instructional Coaches, District Curriculum Support Team, Administrators

**Target Dates or Schedule:**

September 2013 - Ongoing

**Evidence of Completion:**

Comparison of District Fall and Winter Interim Assessments, FAIR Assessment Periods 1, 2 and 3

**G2. Implement active and collaborative strategies to improve comprehension, critical thinking skills, creative thinking skills, and overall academic performance.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - Graduation

**Resources Available to Support the Goal**

- Instructional Coaches, District Curriculum Support Team, "Great Active Learning Strategies", Common Planing, Professional Development

**Targeted Barriers to Achieving the Goal**

- Limited evidence of the use of active learning strategies during guided practice component of the Gradual Release of Responsibility Model.

**Plan to Monitor Progress Toward the Goal**

Use of District Interim Assessments, and the FAIR FCAT Success Probability

**Person or Persons Responsible**

Instructional Coaches, District Curriculum Support, Administrators

**Target Dates or Schedule:**

September 2013 - Ongoing

**Evidence of Completion:**

Comparison of District Fall and Winter Interim Assessments, FAIR Assessment Periods 1, 2 and 3

**G3.** Implement the use of higher order questioning strategies to promote critical, independent and creative thinking for deeper understanding of the content using essential and higher order questions to initiate and guide student discourse.

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- Instructional Coaches, District Curriculum Support Team, Professional Development, Higher Order Thinking Question Stems, Common Planning

### **Targeted Barriers to Achieving the Goal**

- There is limited evidence of teacher creating and referencing rigorous lessons that include higher order thinking question and that align to Common Core Standards.

### Plan to Monitor Progress Toward the Goal

Use of District Interim Assessments, and the FAIR FCAT Success Probability

#### Person or Persons Responsible

Teachers, Instructional Coaches, Administrators

#### Target Dates or Schedule:

October 2013 - April 2014

#### Evidence of Completion:

Comparison of District Fall and Winter Interim Assessments, FAIR Assessment Periods 1, 2 and 3

**G4.** Incorporate explicit and systematic instruction in all core content areas through the Gradual Release of Responsibility Model.

#### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- EWS
- EWS - Middle School

#### Resources Available to Support the Goal

- Instructional Coaches, District Curriculum Support, Professional Development, Lesson Studies, Peer Reviews and Observations, Common Planning, Instructional Frameworks

#### Targeted Barriers to Achieving the Goal

- Limited understanding of the Theory of the Gradual Release of Responsibility Model and its instructional implications on increased student achievement.

## Plan to Monitor Progress Toward the Goal

Use of District Interim Assessments, and the FAIR FCAT Success Probability

### Person or Persons Responsible

Teachers, Instructional Coaches, Administrators

### Target Dates or Schedule:

September 2013 - April 2014

### Evidence of Completion:

Comparison of District Fall and Winter Interim Assessments, FAIR Assessment Periods 1, 2 and 3

**G5. Infuse writing through response to text to support the Reading-Writing connection in all content area classes.**

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- EWS
- EWS - Middle School

### Resources Available to Support the Goal

- Instructional Coaches, District Curriculum Support Team, Professional Development, Writing Rubrics, Common Planning

### Targeted Barriers to Achieving the Goal

- There is limited evidence of writing in content areas, as content area teachers view writing as a function of traditional, literacy-based classes.

## Plan to Monitor Progress Toward the Goal

Use of District Interim Assessments, and the monthly final written products

**Person or Persons Responsible**

Teachers, Instructional Coaches, District Curriculum Support Team, Administrators

**Target Dates or Schedule:**

September 2013 - April 2014

**Evidence of Completion:**

Comparison of Baseline and Mid-Year Writing Assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase current student achievement levels in all accountability areas (Reading, Math, Algebra 1, Science and Writing) through Differentiated Instruction.

**G1.B1** Limited use of data being to drive instruction and target identified student needs.

**G1.B1.S1** Use student data to develop flexible student groups based on student needs in order to provide students with interventions and enrichment activities through push-in and pull-out interventions targeting strengths and weaknesses.

### **Action Step 1**

Instructional coaches through the coaching cycle will model the effective use of data to drive and implement differentiated instruction and provide support to teachers with developing lesson plans that effectively incorporate differentiated instruction into the instructional framework.

#### **Person or Persons Responsible**

Instructional Coaches, District Curriculum Support Team

#### **Target Dates or Schedule**

September 2013 - Ongoing

#### **Evidence of Completion**

Coaches and District Curriculum Support Logs and Calendars

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Conduct classroom walkthroughs to ensure consistent implementation of differentiated instruction and interventions with fidelity and follow-up coaching support

#### **Person or Persons Responsible**

Instructional Coaches, District Curriculum Support Team, Administrators

#### **Target Dates or Schedule**

September 2013 - Ongoing

#### **Evidence of Completion**

Teacher Lesson Plans, Student Work Folders, Common Planning, Administrative Walkthrough Logs, District Curriculum Support Team Log and Calendar of Support

## Plan to Monitor Effectiveness of G1.B1.S1

Use of Progress Monitoring Assessments (PMA's), Topic Assessments and Unit Assessments

### Person or Persons Responsible

Teachers, Instructional Coaches and Administrators

### Target Dates or Schedule

September 2013 - Ongoing

### Evidence of Completion

Student Data Tackers, Data Chats, Leadership Team Meeting Minutes, Lesson Plans and Student Work Folders

**G2.** Implement active and collaborative strategies to improve comprehension, critical thinking skills, creative thinking skills, and overall academic performance.

**G2.B1** Limited evidence of the use of active learning strategies during guided practice component of the Gradual Release of Responsibility Model.

**G2.B1.S1** Implement active and collaborative learning strategies to maximize student engagement and hold students accountable throughout the lesson delivery process.

### Action Step 1

Model the effective implementation of active and collaborative learning strategies through instructional coaches continuum

### Person or Persons Responsible

Instructional Coaches, District Curriculum Support, Administrators

### Target Dates or Schedule

September 2013 - Ongoing

### Evidence of Completion

Coaches and District Curriculum Support Logs and Calendars



### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Conduct classroom walkthroughs to ensure consistent implementation of the use of active and collaborative learning strategies and follow-up coaching support

#### **Person or Persons Responsible**

Instructional Coaches, District Curriculum Support Team, Administrators

#### **Target Dates or Schedule**

September 2013 - Ongoing

#### **Evidence of Completion**

Teacher Lesson Plans, Common Planning, Administrative Walkthrough Logs, District Curriculum Support Team Log and Calendar of Support

### **Plan to Monitor Effectiveness of G2.B1.S1**

Use of Progress Monitoring Assessments (PMA's), Topic Assessments and Unit Assessments

#### **Person or Persons Responsible**

Teachers, Instructional Coaches and Administrators

#### **Target Dates or Schedule**

September 2013 - Ongoing

#### **Evidence of Completion**

Student Data Tackers, Data Chats, Leadership Team Meeting Minutes

**G3.** Implement the use of higher order questioning strategies to promote critical, independent and creative thinking for deeper understanding of the content using essential and higher order questions to initiate and guide student discourse.

**G3.B1** There is limited evidence of teacher creating and referencing rigorous lessons that include higher order thinking question and that align to Common Core Standards.

**G3.B1.S1** Teachers will create and implement Common Core exemplar lessons through Lesson Study and/ or Common Planning, incorporating WEBB's DOK, use Task Cards question stems to scaffold instruction and increase higher order thinking skills.

#### **Action Step 1**

During Common Planing sessions, the instructional coaches will use Webb's Depth of Knowledge (DOK) to transition DOK level 1 Questions to DOK level 4 type questions and model this strategy for teachers.

#### **Person or Persons Responsible**

Instructional Coaches, District Curriculum Support Team, Administrators

#### **Target Dates or Schedule**

October 2013 - ongoing

#### **Evidence of Completion**

Common Planning Agendas, Sign-in Sheets, Handouts provided, Coaches and District Curriculum Support Logs

#### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Conduct classroom walkthroughs to ensure consistent implementation of the use of Higher Order Thinking Questions and follow-up coaching support

#### **Person or Persons Responsible**

Instructional Coaches, District Curriculum Support Team, Administrators

#### **Target Dates or Schedule**

October 2013 - Ongoing

#### **Evidence of Completion**

Teacher Lesson Plans, Common Planning, Administrative Walkthrough Logs, District Curriculum Support Team Log and Calendar of Support

### Plan to Monitor Effectiveness of G3.B1.S1

Use of Progress Monitoring Assessments (PMA's), Topic Assessments and Unit Assessments

#### Person or Persons Responsible

Teachers, Instructional Coaches, Administrators

#### Target Dates or Schedule

Tri- Weekly

#### Evidence of Completion

Student Data Tackers, Data Chats, Leadership Team Meeting Minutes

**G4.** Incorporate explicit and systematic instruction in all core content areas through the Gradual Release of Responsibility Model.

**G4.B1** Limited understanding of the Theory of the Gradual Release of Responsibility Model and its instructional implications on increased student achievement.

**G4.B1.S1** Provide professional development on Gradual Release of Responsibility Model.

#### Action Step 1

Conduct professional development during common planning

#### Person or Persons Responsible

Instructional Coaches and District Curriculum Support Team

#### Target Dates or Schedule

September 13 - 25, 2013

#### Evidence of Completion

Common Planning Agendas, Handouts Provided, Sign-in Sheets, Coaching Support Logs and Calendars

#### Facilitator:

Instructional Coaches and District Curriculum Support Team

#### Participants:

All content area teachers

## **Action Step 2**

Observe implementation of Gradual Release of Responsibility Model and identify teachers who need follow-up coaching support

### **Person or Persons Responsible**

Administration, Instructional Coaches and District Curriculum Support

### **Target Dates or Schedule**

September 2013 - (On-going Weekly)

### **Evidence of Completion**

Administrative Walkthrough Logs and Coaching Support Logs

## **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Conduct classroom walkthroughs to ensure consistent implementation of the Gradual Release of Responsibility Model and follow-up coaching support

### **Person or Persons Responsible**

Administrators, District Curriculum Support Team

### **Target Dates or Schedule**

On-going weekly

### **Evidence of Completion**

Teacher Lesson Plans, Common Planning, Administrative Walkthrough Logs, District Curriculum Support Team Log and Calendar of Support

## **Plan to Monitor Effectiveness of G4.B1.S1**

Use of Progress Monitoring Assessments (PMA's), Oral Reading Fluency, Topic Assessments and Unit Assessments

### **Person or Persons Responsible**

Teachers, Instructional Coaches and Administrators

### **Target Dates or Schedule**

Tri-weekly

### **Evidence of Completion**

Student Data Trackers by subject, Data Chats, Leadership Team Meeting Agendas and Minutes

**G5.** Infuse writing through response to text to support the Reading-Writing connection in all content area classes.

**G5.B1** There is limited evidence of writing in content areas, as content area teachers view writing as a function of traditional, literacy-based classes.

**G5.B1.S1** Provide Professional Development, focused on active learning strategies, to all content area teachers utilizing provisional, readable, and or polished writing.

**Action Step 1**

Provide professional development focused on active learning strategies, utilizing provisional, readable and or polished writing.

**Person or Persons Responsible**

Instructional Coaches, District Curriculum Support Team

**Target Dates or Schedule**

October, 2013

**Evidence of Completion**

Common Planning Agendas, Sign-in Sheets, Hand-outs provided, Coaching and District Support Logs and Calendars

**Facilitator:**

Instructional Coaches, District Curriculum Support Team

**Participants:**

All Content Area Teachers

**Action Step 2**

Observe implementation of professional development focus during instruction, and identify teachers who need additional follow-up support.

**Person or Persons Responsible**

Instructional Coaches, District Curriculum Support Team, Administrators

**Target Dates or Schedule**

On-going after professional development has been provided.

**Evidence of Completion**

Administrative Walkthrough Logs, Coaches' and District Curriculum Support Team Logs and Calendars

### **Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Conduct class walkthroughs to ensure consistent implementation of writing in response to text and follow up coaching support.

#### **Person or Persons Responsible**

Instructional Coaches, District Curriculum Support Team, Administrators

#### **Target Dates or Schedule**

On-going Weekly

#### **Evidence of Completion**

Lesson Plans, Common Planning, Administrative Walkthrough Logs, District Curriculum Support Logs and Calendar of Support Logs

### **Plan to Monitor Effectiveness of G5.B1.S1**

Rubric-assessed polished student writing samples, end products: exit slips, step it up protocols (math), claim evidence reason lab conclusion (science)

#### **Person or Persons Responsible**

Teachers, Instructional Coaches and Administrators

#### **Target Dates or Schedule**

September 2013- On-going (weekly)

#### **Evidence of Completion**

Student Data Trackers, Data Chats, Leadership Team Meeting Agendas and Minutes, Student Work Folders

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

Services are provided 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 parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. 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. A major effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

Homestead Middle 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

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title VI, Part B

N/A

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.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- 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.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs



1) Homestead Middle 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) Homestead Middle School's Food Service Program, school breakfast and school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G4.** Incorporate explicit and systematic instruction in all core content areas through the Gradual Release of Responsibility Model.

**G4.B1** Limited understanding of the Theory of the Gradual Release of Responsibility Model and its instructional implications on increased student achievement.

**G4.B1.S1** Provide professional development on Gradual Release of Responsibility Model.

### PD Opportunity 1

Conduct professional development during common planning

#### Facilitator

Instructional Coaches and District Curriculum Support Team

#### Participants

All content area teachers

#### Target Dates or Schedule

September 13 - 25, 2013

#### Evidence of Completion

Common Planning Agendas, Handouts Provided, Sign-in Sheets, Coaching Support Logs and Calendars

**G5.** Infuse writing through response to text to support the Reading-Writing connection in all content area classes.

**G5.B1** There is limited evidence of writing in content areas, as content area teachers view writing as a function of traditional, literacy-based classes.

**G5.B1.S1** Provide Professional Development, focused on active learning strategies, to all content area teachers utilizing provisional, readable, and or polished writing.

**PD Opportunity 1**

Provide professional development focused on active learning strategies, utilizing provisional, readable and or polished writing.

**Facilitator**

Instructional Coaches, District Curriculum Support Team

**Participants**

All Content Area Teachers

**Target Dates or Schedule**

October, 2013

**Evidence of Completion**

Common Planning Agendas, Sign-in Sheets, Hand-outs provided, Coaching and District Support Logs and Calendars

## Appendix 2: Budget to Support School Improvement Goals