Miami-Dade County Public Schools

Homestead Middle School

2021-22 Schoolwide Improvement Plan

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Homestead Middle School

650 NW 2ND AVE, Homestead, FL 33030

http://homesteadmiddle.dadeschools.net

Demographics

Principal: Jonathan Britton A

Start Date for this Principal: 8/13/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: C (44%) 2017-18: C (48%) 2016-17: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	93%

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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Britton, Jonathan	Principal	Maintains school site operations. Those tasks include: enforcing school policies and rules, maintaining a safe learning environment, coordinating activities, communicating/overseeing faculty and staff, assessing instructional practices, and monitoring student academic achievement. Also, promotes a positive school culture by encouraging staff, parental, and community engagement.
Lopez, Catherine	Assistant Principal	An instructional leader overseeing curriculum that also assists the principal in planning, coordinating, and directing cultural and academic programs. Promotes student behavior that is supportive, and conducive, to the implementation of the school's instructional programs and goals. In addition, manages student activities, services and helps enforce guidelines for the learning community.
Stevenson, Sheneka	Instructional Coach	Serves as an instructional coach for mathematics. Works with mathematics teachers to support best practices in instructional planning, instructional delivery, engagement, the learning environment, and assessment. Provides support in data analysis and how to best use data to drive instruction/close learning gaps. Additionally, analyses school-wide trends in instruction for the mathematics department and makes recommendations about potential next steps to address areas of need within the department.
Augustin, Francelene	Instructional Coach	Serves as an instructional coach for literacy. Works with literacy teachers to support best practices in instructional planning, instructional delivery, engagement, the learning environment, and assessment. Provides support in data analysis and how to best use data to drive instruction/close learning gaps. Additionally, analyses school-wide trends in instruction for the literacy department and makes recommendations about potential next steps to address areas of need within the department.
Lacount, Yolanda	Instructional Coach	Serves as an instructional coach for literacy. Works with literacy teachers to support best practices in instructional planning, instructional delivery, engagement, the learning environment, and assessment. Provides support in data analysis and how to best use data to drive instruction/close learning gaps. Additionally, analyses school-wide trends in instruction for the literacy department and makes recommendations about potential next steps to address areas of need within the department.
Morrison, Lamond	Assistant Principal	Serves as an educational leader and assists the principal in planning, coordinating, and directing cultural and academic programs. Manages student discipline, technology support and ensures the code of conduct for the learning community is implemented with fidelity through the development of innovative strategies, preventative approaches, and proactive plans for students who exhibit at-risk behaviors.

Name	Position Title	Job Duties and Responsibilities
Bess, Justin	Behavior Specialist	Responsible for supporting and implementing school-wide Positive Behavioral Support (PBS) initiatives and training which include: providing support in the implementation of activities, Restorative Justice Practices (RJP), Social Emotional Learning (SEL), and analysis of EWI data. Ensures that student needs are taken into account when planning the training and other responsibilities as needed.

Demographic Information

Principal start date

Thursday 8/13/2020, Jonathan Britton A

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

26

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

610

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	197	201	212	0	0	0	0	610
Attendance below 90 percent	0	0	0	0	0	0	110	107	121	0	0	0	0	338
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	43	34	46	0	0	0	0	123
Course failure in Math	0	0	0	0	0	0	81	40	57	0	0	0	0	178
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	54	73	63	0	0	0	0	190
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	56	67	70	0	0	0	0	193
Number of students with a substantial reading deficiency	0	0	0	0	0	0	113	162	167	0	0	0	0	442

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	103	102	106	0	0	0	0	311

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	19	10	3	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	34	18	23	0	0	0	0	75

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	227	255	259	0	0	0	0	741
Attendance below 90 percent	0	0	0	0	0	0	118	137	132	0	0	0	0	387
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	43	59	26	0	0	0	0	128
Course failure in Math	0	0	0	0	0	0	48	70	33	0	0	0	0	151
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	84	74	87	0	0	0	0	245
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	77	74	82	0	0	0	0	233

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	112	123	112	0	0	0	0	347

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	4	5	3	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	19	28	23	0	0	0	0	70

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				29%	58%	54%	29%	56%	53%
ELA Learning Gains				39%	58%	54%	44%	56%	54%
ELA Lowest 25th Percentile				37%	52%	47%	50%	52%	47%
Math Achievement				37%	58%	58%	36%	56%	58%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				48%	56%	57%	52%	56%	57%
Math Lowest 25th Percentile				45%	54%	51%	52%	55%	51%
Science Achievement				29%	52%	51%	29%	52%	52%
Social Studies Achievement				56%	74%	72%	61%	73%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	19%	58%	-39%	54%	-35%
Cohort Comparison						
07	2021					
	2019	19%	56%	-37%	52%	-33%
Cohort Comparison		-19%				
08	2021					
	2019	24%	60%	-36%	56%	-32%
Cohort Comparison		-19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	24%	58%	-34%	55%	-31%
Cohort Comparison						
07	2021					
	2019	25%	53%	-28%	54%	-29%
Cohort Comparison		-24%				
08	2021					
	2019	18%	40%	-22%	46%	-28%
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	21%	43%	-22%	48%	-27%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	73%	-23%	71%	-21%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	63%	16%	61%	18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA and Math progress monitoring data is based on iReady diagnostic results. Science and Civics data came from district based Mid-Year Assessments.

Grade 6				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	13.1	12.2	12.8
	Economically Disadvantaged	13.6	12.7	13.0
	Students With Disabilities		3.8	
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	14.5	17.7	22.2
	Economically Disadvantaged	14.5	17.7	22.9
	Students With Disabilities	3.6	2.0	
	English Language Learners		6.1	3.3

Grade 7				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	19.9	16.8	22.2
	Economically Disadvantaged	19.8	17.1	22.9
	Students With Disabilities	3.5	8.9	6.7
	English Language Learners		3.1	4.0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	7.6	13.1	20.9
	Economically Disadvantaged	7.2	13.4	21.3
	Students With Disabilities	1.7	8.9	12.1
	English Language Learners	3.1		
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Civics	All Students		48.0	
	Economically Disadvantaged		48.0	
	Students With Disabilities		58.0	
	English Language Learners		26.0	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.3	19.4	27.3
	Economically Disadvantaged	24.2	19.3	25.8
	Students With Disabilities	10.4	8.7	6.3
	English Language Learners	6.5		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9.9	9.2	22.8
	Economically Disadvantaged	10.2	9.4	23.4
	Students With Disabilities			
	English Language Learners	3.4		3.6
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		4.0	
	Economically Disadvantaged		4.0	
	Students With Disabilities		0.0	
	English Language Learners		0.0	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	32	25	27	31	27	22	29	46			
ELL	22	30	21	24	34	48	15	34			
BLK	23	28	25	21	29	34	29	32	63		
HSP	27	30	19	27	32	46	27	31	70		
WHT				20							
FRL	25	29	21	24	30	39	27	32	67		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	48	52	38	50	47	27	52			
ELL	22	36	30	36	48	46	18	54			
BLK	28	41	42	31	41	42	22	52	67		
HSP	31	38	32	42	54	48	32	60	87		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	25	43		41	43		45				
FRL	29	39	36	37	48	45	29	56	80		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	40	57	64	43	55	43	52	53			
ELL	12	27	34	13	33	42	13	50			
BLK	30	44	54	34	55	54	25	63	69		
HSP	28	45	48	39	50	51	30	61	85		
WHT	33	45		38	50						
FRL	29	44	50	37	52	51	29	61	78		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	325
Total Components for the Federal Index	10
Percent Tested	91%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	20
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

During the 2018-2019 academic year all ELA subgroups' learning gains decreased except for ELL students, which was a 9 percentage point decrease from the 2017-2018 academic year. All ELA subgroups' learning gains for L25 decreased by at least 12 percent except ELL students. Social Studies decreased from 61 percentage points in 2018 to 56 percentage points in 2019. This is a 5 percentage point decrease. Science remained stagnant at 29% proficiency in both 2018 and 2019. A comparative analysis of the 2018-2019 academic year to the 2020-2021 academic year shows that all components decreased. Overall, ELA proficiency decreased from 29 to 23 percentage points. ELA learning gains decreased from 39 to 29 percentage points while ELA achievement levels within the L25 population decreased from 37 to 22 percentage points. Overall math proficiency decreased from 37 to 24 percentage points while Math achievement in the L25 population decreased from 45 to 39 percentage points. Science decreased from 29% proficiency in 2019 to 27% in 2021. Reflecting on the data, ELA L25 was the single lowest component at 22 percentage points and Social Studies had the most significant decrease at 24 percentage points lower than 2019.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2019 assessment data, the majority of our ELA subgroups' learning gains decreased by at least 12 percentage points. Learning gains for students with free and reduced lunch decreased by 14 percentage points, black students decreased by 12 percentage points and SWD students decreased by 12 percentage points. Based on the 2021 FSA data the greatest need for improvement is ELA L25 with the single lowest component at 22 percentage points and Social Studies with a 24 percentage points decrease as compared to the 2019 FSA results.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2019 data findings: For the last three years there have been limited opportunities for student collaboration. There has also been poor attendance for extended learning opportunities which can be attributed to student fatigue and lack of engagement. We will implement student collaborative strategies in class and during extended learning opportunities. We will also focus on rigorous questioning to provide structure and accountability for student collaboration

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019 data findings: Math achievement data increased one percentage point in 2019, from 36 percentage points in 2018 to 37 percentage points in 2019. This represents the only increase during the 2018-2019 school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

2019 data findings: Math achievement was due to the implementation of a blended learning model along with data-driven targeted interventions. Administrators monitored intervention implementation and teachers followed the intervention framework and tracked students' progress.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will be implemented in order to accelerate learning during the 2021-2022 academic year will be Collaborative Learning Structures, Data-Driven Instruction/Differentiation, Celebrating Successes, and Making Meetings Matter. These strategies will allow us to address concerns in the data while alleviating learning loss and supporting teachers and students as they navigate learning during a pandemic.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

As a part of the opening of schools activities, teachers and leaders will participate in professional development sessions focused on the strategies of collaborative learning structures and celebrating successes. Data-driven instruction/differentiation professional development opportunities will be offered during weekly common planning meetings. Leaders will make meetings matter by regularly sharing ideas and reflecting on meeting outcomes together.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Document-based resources will be developed and shared to support the identified strategies including data trackers, data binders, meeting agenda frameworks, collaborative learning structure reference cards, and school-wide positive behavior support plan.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the targeted element of student engagement. We selected the overarching area of student engagement based on our findings that demonstrated the following: in 2019, most of our ELA subgroups learning gains decreased by at least 12 percentage points, social studies achievement decreased by 5 percentage points, math achievement data only increased by one percentage point (changing from 36 to 37 percentage points), MS acceleration points had a limited increase from 78 to 80 (Algebra), science achievement remained the same with 29 percentage points. This data represents our FSA School Grade components from 2018 to 2019. In 2021, social studies (Civics EOC) had the most significant decrease at 24 percentage points. It is evident that we must increase student engagement through the implementation and use of collaborative learning structures to improve comprehension/critical thinking and enhance problem-solving in all content areas to make significant learning gains and increase proficiency. Focusing on Collaborative Learning Structures will accelerate learning for all students while specifically increasing achievement in social studies Civics EOC.
Measurable Outcome:	If we successfully implement collaborative learning structures, then student achievement will increase by a minimum of 5 percentage points as evidenced by the 2022 state assessment data.
Monitoring:	The leadership team will conduct regular walkthroughs to ensure effective student engagement practices are implemented using collaborative learning structures during instruction.
Person responsible for monitoring outcome:	Catherine Lopez (lopezc021@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of student engagement, our school will focus on the evidence-based strategy of collaborative learning structures. Collaborative learning structures allow students to collaborate in groups, jointly searching for meaning, understanding, and solutions. The collaborative learning structures will center on students' exploration or application of the course material.
Rationale for Evidence-based Strategy:	Implementing collaborative learning structures will allow for students to work collaboratively, fostering a more active learning community that engages each student by accommodating their specific learning styles while at the same time building student comprehension and as they become actively engaged in the learning process.

Action Steps to Implement

8/31: Instructional coaches will provide professional development for teachers on effective implementation of collaborative learning structures focused on student engagement. As a result, teachers will develop instructional systems that increase opportunities for student collaboration and ownership of student learning.

Person Responsible	Yolanda Lacount (ylacount@dadeschools.net)

8/31-10/11: Teachers will develop lesson plans that incorporate specific collaborative learning structures and strategies focused on increasing student engagement and collaboration. Teachers will utilize resources provided during professional development (flipbook) to identify evidence-based strategies being used. As a result, teachers will increase the opportunities provided to students to collaborate and foster an active learning community.

Person Responsible	Francelene Augustin (f.augustin@dadeschools.net)

8/31-10/11: Instructional coaches and department chairs will facilitate weekly collaborative planning to provide teachers with an opportunity to collaborate, share best practices and participate in reflective conversations focused on increasing student engagement. As a result, additional support on collaborative learning structures will be provided through the modeling of strategies by both teachers and instructional coaches.

Person Responsible	Sheneka Stevenson (259179@dadeschools.net)

8/31-10/11: Administrative team will conduct weekly walkthroughs to monitor the effective and consistent implementation of collaborative learning structures and strategies. As a result of weekly walkthroughs, the administrative team will determine additional support needed.

Person Responsible	Jonathan Britton (jbritton@dadeschools.net)

11/1-12/17: Instructional coaches will continue to plan for collaborative structures during collaborative planning focused on how these structures will be executed (identify in lesson plan) as well as plan for increase hands-on activities that allow students the opportunity to apply knowledge to higher level questions (aligned to EOC/FSA). As a result, additional in-class support will be provided through coaching cycles and individual planning which will increase engagement opportunities.

Person Responsible	Francelene Augustin (f.augustin@dadeschools.net)

11/1-12/17: Teachers will continue to plan and utilize collaborative structures while focusing on holding students accountable for not only the answer but the explanation. This will be implemented though the use of the TLAC strategy "No Opt-Out". As a result, additional in-class support will be provided through coaching cycles and individual planning which will increase engagement opportunities and accountability.

Person Responsible	Sheneka Stevenson (259179@dadeschools.net)

1/31-4/29:To increase checks for understanding and ensure students are engaged through the lesson, teachers will consistently incorporate the TLAC strategy "Cold Call" during instruction. As a result of this strategy being implemented, teachers will create a culture of engaged accountability and increase participation.

Person Responsible	Yolanda Lacount (ylacount@dadeschools.net)

1/31-4/29: To increase checks for understanding, increase engagement and make adjustments to interventions, teachers will consistently incorporate the TLAC strategy "Exit Tickets". As a result of this strategy being implemented, teachers will have reliable data to adjust interventions and re-teach as necessary. This strategy will also set a productive expectation for students about completion of daily student work.

Person Responsible	Sheneka Stevenson (259179@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the targeted element of data-driven decision-making. We selected the overarching area of data-driven decision based on our 2019 data findings that demonstrated a decrease of 12% in learning gains in the L25 subgroup. In 2021, the data indicates that ELA L25 learning gains is the single lowest accountability component with only 22 percentage points and math learning gains had an 18 point decrease from 2019 to 2021 with 30 percentage points achieved in the 2020-2021 academic year. It is evident that we must analyze student data to develop a plan that addresses the needs of students by providing quality instruction, intensive interventions, and support targeted small group instruction. Focusing on Data-Driven Decision Making will yield improvement for all teaching and learning and will be especially beneficial to the learning gains of our lowest quartile in both ELA and math.
Measurable Outcome:	If we successfully implement data-driven decision-making, then our L25 students will increase by a minimum of 10 percentage points as evidenced by the 2022 state assessments.
Monitoring:	Data analysis of formative assessments of L25 students will be reviewed monthly to observe progress. Data trackers will be developed, implemented, and monitored through weekly leadership team meetings, administrative walkthroughs, weekly collaborative planning, and data chats. This discussion will drive remediation in standards and skills that students need and provide additional support to close the achievement gap and make adequate progress.
Person responsible for monitoring outcome:	Catherine Lopez (lopezc021@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of data-driven decision-making, our school will focus on the evidence-based strategy of data-driven instruction/differentiation. This will assist in accelerating the learning gains of our L25 student population as it is a systematic approach of instruction that focuses on meeting students' needs and providing targeted, data-driven support.
Rationale for Evidence-based Strategy:	Data-driven instruction/differentiation will be a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. Teachers will utilize data to plan for instruction and customize lessons focused on student needs. It will allow teachers, administration and curriculum leaders to set goals, plan for interventions and differentiate instructional needs.

Action Steps to Implement

8/31-9/8: Develop a diagnostic data testing plan for Read 180, i-Ready, and baseline assessments that includes expectations for testing. As a result, the leadership team will monitor the implementation of the plan and provide in-class support as needed to ensure students are provided with a conducive testing environment and data is reflective of students' current levels of performance.

Person Responsible	Sheneka Stevenson (259179@dadeschools.net)

9/10-10/11: The leadership team and teachers will analyze all available data to ensure the proper placement of students. As a result, students will receive the appropriate intervention that addresses their specific deficiencies and needs.

Person Responsible	Catherine Lopez (lopezc021@dadeschools.net)

9/10-10/11: Instructional coaches will develop a targeted intervention plan aligned to data collected from diagnostic and baseline assessments. As a result, data will be utilized to plan for instruction, identify resources needed, and customize lessons focused on student needs.

Person Responsible Yolanda Lacount (ylacount@dadeschools.net)

9/13-10/11: Data chats will be administered between teachers/administration and teacher/students to develop instructional goals and determine additional support needed. Data chats will be conducted regularly to monitor progress and adjust as necessary.

Person Responsible Jonathan Britton (jbritton@dadeschools.net)

11/1-12/17: Teachers will analyze most recent student data to identify new DI groups, update data trackers and hold additional student data chats in order to provide students with the appropriate support aligned to their individual academic needs. As a result, students will receive appropriate interventions through small group instruction, situation stations and targeted interventions/enrichment opportunities.

Person Responsible Yolanda Lacount (ylacount@dadeschools.net)

11/1-12/17: During collaborative planning and individual planning (coaching support), teachers will plan for differentiation, scaffolding and re-teaching mini-lessons aligned to student data and their specific needs. As a result, lesson plans will include use of EOC/FSA like exit tickets and differentiated lessons for teacher-led small group instruction.

Person Responsible Sheneka Stevenson (259179@dadeschools.net)

1/31-4/29: To address student needs and provide differentiation based on most current data results, leadership team will develop an intervention action plan that identifies targeted groups for all subgroups, aligned resources, push-in intervention schedule, extended learning opportunities, and progress monitoring. As a result of this intervention action plan being implemented with fidelity, students will receive data driven interventions that will ultimately increase student achievement/growth.

Person Responsible Francelene Augustin (f.augustin@dadeschools.net)

1/31-4/29: Leadership team will plan and execute a plan to increase participation in extended learning opportunities for Excellence Academy (after school) and Saturday Academy. Target intervention groups for all subgroups will be identified and parent contact will be made. As a result, there will be increased participation and interventions will be targeted.

Person Responsible Catherine Lopez (lopezc021@dadeschools.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Based on the data review, our school will implement celebrating successes. Through our data review, we noticed that only 46% of the students responded that they like coming to school. This data correlates with the school overall attendance concerns. During the 2020-2021 school year, the data shows that 73% of our students had between 11-31+ absences. We recognize the importance of improving student attendance and providing all students a safe and nurturing learning environment where students are celebrated and feel successful.
Measurable Outcome:	If we successfully implement celebrating successes, our students will feel empowered and take ownership of their learning. Celebrating successes will motivate students, promote a supportive learning environment, increase student attendance, and ultimately improve student outcomes. With the consistent implementation of the targeted element, 60% of the students will respond that they like coming to school (14 percentage points increase by June 2022).
Monitoring:	The leadership team and members of our school community will work together to identify specific strategies such as positive narration, PBS school-wide systems and attendance incentives to increase opportunities to celebrate successes and publicly acknowledge achievements. The leadership team will monitor the implementation of school-wide strategies and expectations and plan regular school-wide incentives and increase opportunities to celebrate individual student successes through Shoutout Wednesday, Spotlighting Excellence, i-Ready ICEE, etc. Teachers will turnkey professional development and develop a positive classroom culture through the implementation of celebrating student achievements, focusing on the positive (desired behaviors), building self-confidence, and utilizing data to spotlight student progress.
Person responsible for monitoring outcome:	Lamond Morrison (lmorrison@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of celebrating successes, our school will focus on the evidence-based strategy of school-wide PBS systems through the use of the HERO tracking system. PBS school-wide systems will assist with focusing on the positive (desired behaviors) and implementing numerous ways to celebrate student successes both behaviorally and academically.
Rationale for Evidence-based Strategy:	Implementation with fidelity of a PBS school-wide system will assist in addressing all areas of our targeted element of celebrating successes. This evidence-based strategy will focus on identifying desired behaviors, setting goals, and publicly recognizing successes to encourage students to be/do their best. With consistent implementation, data tracking, and support, student self-confidence will increase which will result in improved student outcomes.

Action Steps to Implement

8/31-9/10: Provide professional development on the effective implementation of HERO PBS System focused on celebrating student successes and spotlighting desired behaviors. As a result, teachers will build a positive classroom culture where students are provided with clear expectations and support.

Person Responsible	Justin Bess (292632@dadeschools.net)

8-31-9/10:Provide professional development on the effective implementation of the "Teach Like a Champion" strategy "Positive Framing". As a result, teachers will create a positive classroom culture

where students are motivated and inspired through the use of a positive tone to deliver constructive and immediate feedback.

Person Responsible   Lamond Morrison (lmorrison@dadeschools.net)

9/16-10/11- Create and launch a school-wide PBS incentive program utilizing HERO points to reward positive behavior and celebrate student successes. As a result, school-wide expectations will be reinforced, monitored, and students will be encouraged to do their best.

Person Responsible   Justin Bess (292632@dadeschools.net)

8/31-10/11-Administrative team will conduct weekly walkthroughs to monitor the effective and consistent implementation of PBS HERO program and positive framing strategy. As a result of weekly walkthroughs, the administrative team will determine additional support needed and effectiveness.

Person Responsible   Jonathan Britton (jbritton@dadeschools.net)

11/1-12/17: Additional professional development is needed for full implementation of the PBS HERO system. Train the trainer PD will be scheduled in order to provide staff with additional support on effectively utilizing the PBS HERO system and increase opportunities to celebrate successes. As a result, teachers will consistently use the PBS HERO system and school-wide expectations will be reinforced.

Person Responsible   Lamond Morrison (lmorrison@dadeschools.net)

11/1-12/17: Celebrating successes will focus on spotlighting students, teachers, classes and grade levels who excel in the use and implementation of technology programs aligned to the school curriculum. Acknowledging and rewarding technology successes will result in technology curriculum programs (i-Ready, READ 180/Systems 44, Imagine Learning, Achieve, etc.) being used with fidelity.

Person Responsible   Catherine Lopez (lopezc021@dadeschools.net)

1/31/-4/29: PBS team will develop a school wide incentive plan to celebrate successes by rewarding attendance, positive behaviors, and promoting a supportive learning environment. Incentives will be planned by leadership team, team leaders, department chairs and PBS coach. As a result, students will be encouraged and motivated to make decisions that will positively impact their learning.

Person Responsible   Lamond Morrison (lmorrison@dadeschools.net)

1/31/-4/29: Success coach and student services team will implement and SEL focused weekly lesson to address the emotional needs of students. SEL lessons will be implemented once a week through an extended homeroom. As a result, students will have an opportunity to have discussions, RJP circles, set goals, and reflect on their decision making.

Person Responsible   Lamond Morrison (lmorrison@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:	Based on the school climate survey data, 18% of teachers feel that their ideas are not being heard/valued. We recognize the importance of gathering feedback and not just disseminating information. Our goal is to use the targeted element of making meetings matter to involve teachers in the decision-making process that will allow them to feel appreciated and involved in the overall success or the school. We can do so by planning meetings that matter that are focused on opportunities for discussion, collaboration, feedback and reflection.
Measurable Outcome:	If we successfully implement the targeted element of making meetings matter, our teachers will have the opportunity to participate in meetings that have a clear focus and allow opportunities for collaboration, input, and reflection. Staff can share their input and ideas in an environment where others are open-minded and focused on problem-solving. During the 2021-2022 school year, teachers will participate in various meetings that will take into account ideas from multiple surveys. The percentage of teachers that feel that their ideas are not being listened to will decrease by 9% during the next school year.
Monitoring:	The leadership team will identify specific staff members who are experts in the area. They will lead the initiatives and development of the practice. By involving teachers, we can also create an environment where teachers feel empowered and leaders are developed. This initiative will be evident by the leadership team and designated staff members providing artifacts and data confirming that meetings are effective and input is being valued.
Person responsible for monitoring outcome:	Jonathan Britton (jbritton@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of making meetings matter, our school will focus on the evidence-based strategy of leadership development where opportunities will be provided to all stakeholders to take leadership roles that improve student outcomes and allow them to play a more active role in the decision-making process.
Rationale for Evidence-based Strategy:	Making meetings matter with a focus on leadership development will create a space where teachers can speak authentically, take on leadership roles, and share their ideas while being treated with respect. The resources that we will use are teachers within our school and several evidence-based communication skills such as empathy, reassurance, and effective non-verbal communication. We will also ensure that there is always a two-way dialogue between leadership team and all stakeholders.

Action Steps to Implement

8/31-9/3: Administrative team will advertise school leadership positions to create a well-rounded team. As a result, the administrative team will increase the involvement of teachers in the decision-making process allow for more opportunities to lead.

Person Responsible	Jonathan Britton (jbritton@dadeschools.net)

8/31-9/3: Develop agenda must-haves and template for all meetings focused on student outcomes, data, and student improvement. As a result, stakeholders will have an opportunity to participate in problem-solving conversations, provide feedback and take part in the decision-making process.

Person Responsible	Jonathan Britton (jbritton@dadeschools.net)

8/31-10/11: Meeting agendas will be published to stakeholders 24-hours in advance to allow for transparency and feedback. As a result, we should see an increase in the involvement of stakeholders in the school decision-making process.

Person Responsible Catherine Lopez (lopezc021@dadeschools.net)

8/31/10/11: Administrative team will gather stakeholder feedback through monthly surveys. As a result, stakeholders will have opportunities to add agenda items, present information, and provide valuable input and suggestions that are student-focused.

Person Responsible Catherine Lopez (lopezc021@dadeschools.net)

11/1-12/17: Administrative team will work closely with Leadership Council to align expectations for all meetings (Departments, IB Leaders, Grade-Level Teams, etc.). Monthly Leadership Council meetings will be scheduled to address progress and problem solve. As a result, there will be increased communication amongst all curriculum leaders focused on student outcomes.

Person Responsible Jonathan Britton (jbritton@dadeschools.net)

11/1-12/17: Faculty meetings will incorporate a "sharing of best practices" agenda item to provide opportunities for teacher leaders to share best practices that are student focused and evidence-based. As a result, teachers will learn from each other and build their leadership and instructional skills.

Person Responsible Jonathan Britton (jbritton@dadeschools.net)

1/31/-4/29: Leadership team will participate in a book study-"A Failure of Nerve: Leadership in the Age of a Quick Fix" to reflect on personal leadership and the importance of being a well-differentiated leader. As a result, the leadership team will work toward strengthen the systems and becoming more self aware about how we react to situations.

Person Responsible Jonathan Britton (jbritton@dadeschools.net)

1/31/-4/29: To increase stakeholder input in the decision making process, additional efforts will be made for stakeholders to voice their opinions. Online engagement, such as e-surveys, will be implemented to increase accessibility for stakeholders to share ideas and provided feedback. Additional in-person meetings will be scheduled for stakeholders to meet directly with school principal and increase collaboration. As a result, stakeholders will positively engage in the success of the school and relationships will be focused on trust and transparency.

Person Responsible Jonathan Britton (jbritton@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After reviewing available school data on SafeSchools for Alex.org, Homestead Middle School will focus on decreasing the number of violent incidents as it relates to fighting, harassment, bullying, and physical attacks. These violent incidences occurred at a rate of 4.5 per 100 students: higher than the Statewide and County rates. Our second area of concern will be on reducing Drug/Public Order incidents, specifically drug use and possession. These controlled substance incidences occurred at a rate of 1.2 per 100 students: higher than the Statewide and County rates. School-wide PBS systems will be implemented and closely monitored to address areas of concern and provide students with strategies and intervention support. Homestead Middle School is committed to celebrating student successes, focusing on positive behaviors and reteaching skills necessary to improve our school culture and environment. The use of restorative justice practices and social-emotional learning support systems will also be a part of the plan to provide students the support that they need.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Homestead Middle School was able to build a positive school environment by putting in place several strategies throughout the year. We began with building self-confidence by developing a school-wide creed to create an atmosphere of school pride. Homestead Middle also implemented Shoutout Wednesday where students' achievements, whether small or big, were celebrated and showcased. We were also able to work on our staff-student connection by creating a PBS school-wide plan strongly focused on Restorative Justice Practices (RJP) and "Spotlighting Excellence". RJP helps us to maintain a space where students can be supportive of each other and resolve their differences in a kinder manner. Teachers were able to develop their skills and potential through our effective use of school and district personnel plan. As an International Baccalaureate school, we always ensure that diversity is celebrated. Students' and teachers' origins and identities are respected through different celebrations. During the 2020-2021 school year, daily contact with the students in the cafeteria was planned to increase student self-esteem and minimize feelings of isolation through several SEL-focused activities.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The entire school community at Homestead Middle School participated in promoting a positive environment at our school. We had several meetings to ensure that the faculty could discuss the strategies and additional support was provided through weekly collaborative planning and department meetings. A cohort of individuals including the principal, assistant principals, and teacher leaders utilized the SIP development process to identify a set of strategies aligned to school data. All the identified strategies and implementation steps were executed and monitored by a united school team that included: student services, PBS Coach, leadership team, curriculum leaders, district, and community support personnel. We were also able to get student feedback through multiple surveys. Finally, through EESAC, the community and the parents were able to provide continuous input.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00
		Total:	$0.00