



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Homestead Senior High School

2351 SE 12TH AVE

Homestead, FL 33034

305-245-7000

<http://homesteadhigh.dadeschools.net/>

## School Demographics

**School Type**  
High School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
92%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
96%

## School Grades History

**2013-14**  
PENDING

**2012-13**  
B

**2011-12**  
C

**2010-11**  
C

**2009-10**  
D

## SIP Authority and Template

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 Senior High School

##### Principal

Guillermo Munoz

##### School Advisory Council chair

Tamela Moore

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

Name	Title
Guillermo Munoz	Prinicpal
Kenneth Williams	Vice Principal
Jeffrey Gonzalez	Assistant Principal
Stacey-Ann Frater	Assistant Principal
Beverley Salomatoff	Assistant Principal
Regina Terry	Literacy Coach/ELA Dept. Chair
Aishia McQueen	Literacy Coach
Patricia Hickman-Miller	Math Coach/Math Dept Chair
Sharon Hine	ESOL/World Languages Dept Chair
Catina Boynton	Science Coach/Science Dept Chair
Wendy Molina	Social Studies Dept. Chair
Orlando Martinez	Diplomas Now/Graduation Coach
Steven Whittle	PBS Coach
Sabrina Payne	SPED Program Specialist
Cynthia Lungi	SPED Dept. Chair
Khalilah Martin	Test Chair Person
Kim Berkey	Activities Director
Nick Newbury	Athletics Director

#### 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**

Principal -1, with one AP alternate  
 UTD steward – 1,  
 teachers –5, with one alternate  
 parents –6, with one alternate  
 educational support- 1, with one alternate  
 student – 1, with one alternate  
 BCR – 2

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

The School Advisory Council, for the 2013-2014 school year assisted in the writing and review of suggested modifications by program areas. Members of the SAC worked with their respective departments in the creation of strategies designed to address deficiencies and improve academic performance. The committee will meet during our scheduled EESAC meetings to monitor and update strategies as needed throughout the school year to ensure compliance.

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

The School Advisory Council, for the 2013-2014 school year, will focus on supporting the implementation of the school improvement plan. Through monthly meetings, the SAC coordinates and funds activities that are aligned to student achievement, including but not limited to, supporting tutoring efforts, Literacy Night, and classroom teacher proposals. Additionally, the SAC will monitor and review the SIP monthly to update strategies as needed and ensure implementation.

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

School Improvement funds will be utilized as requests are submitted to the ESSAC committee for consideration. The committee will review each proposal and determine the monetary amount to be allocated. The Principal Mr. Munoz requested that \$2,999.00 be allocated for student incentives.

**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**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Guillermo Munoz**

Principal

Years as Administrator: 15

Years at Current School: 1

**Credentials**

Degrees- BS Secondary Education/Mathematics, Educational Leadership, Nova Southeastern  
 Certifications-Mathematics, MG Mathematics, Educational Leadership

**Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 45%  
 Math Proficiency, 60%  
 Rdg. Lrg. Gains, 68points  
 Math Lrg. Gains, 67points  
 Rdg. Imp. of Lowest 25% -  
 69 points  
 Math Imp. of Lowest 25% -  
 60 points  
 Rdg. AMO 51  
 Math AMO 39  
 2012 – School Grade B  
 Rdg. Proficiency, 42%  
 Math Proficiency, 58%  
 Rdg. Lrg. Gains, 70 points  
 Math Lrg. Gains, 65points  
 Rdg. Imp. of Lowest 25% -  
 79 points  
 Math Imp. of Lowest 25% -  
 69points  
 Rdg. AMO 46  
 Math AMO 33  
 2011 – School Grade A  
 Rdg. Proficiency, 37%  
 Math Proficiency, 63%  
 Rdg. Lrg. Gains, 52 points  
 Math Lrg. Gains, 75points  
 Rdg. Imp. of Lowest 25% -  
 62 points  
 Math Imp. of Lowest 25% -  
 79 points  
 2010 – School Grade C  
 Rdg. Proficiency, 36%  
 Math Proficiency, 66%  
 Rdg. Lrg. Gains, 51 points  
 Math Lrg. Gains, 70points  
 Rdg. Imp. of Lowest 25% -  
 64 points  
 Math Imp. of Lowest 25% -  
 64 points  
 2009 – School Grade  
 C  
 Rdg. Proficiency, 33%

Math Proficiency, 65%  
 Rdg. Lrg. Gains, 17 points  
 Math Lrg. Gains, 78 points  
 Rdg. Imp. of Lowest 25%  
 63 points  
 Math Imp. of Lowest 25%  
 81 points

### **Stacey-Ann Frater**

Asst Principal

Years as Administrator: 2

Years at Current School: 2

#### **Credentials**

Degrees- BS Broadcast Journalism, Florida A&M University, MS  
 Public Relations, University of Miami; MS Reading Education,  
 Nova Southeastern University Certifications-Reading K-12,,  
 English K-12 ESOL K-12, Educational Leadership

#### **Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 30%  
 Math Proficiency, 46%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 73points  
 Rdg. Imp. of Lowest 25% -  
 68 points  
 Math Imp. of Lowest 25% -  
 80 points  
 Rdg. AMO 38  
 Math AMO 36  
 2011-2012  
 Curriculum Support Specialist, education Transformation Office  
 MDCPS  
 2010-2011  
 Curriculum Support Specialist,Transformation Office  
 MDCPS

**Jeffery Gonzalez**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

BS in Business Ed, University of Miami MS in Educational Leadership, Nova Southeastern  
 Certifications- Elementary Education, MG Mathematics, Educational Leadership

**Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 30%  
 Math Proficiency, 46%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 73points  
 Rdg. Imp. of Lowest 25% - 68 points  
 Math Imp. of Lowest 25% - 80 points  
 Rdg. AMO 38  
 Math AMO 36  
 2012 – School Grade A  
 Rdg. Proficiency, 71%  
 Math Proficiency, 76%  
 Rdg. Lrg. Gains, 72 points  
 Math Lrg. Gains, 77points  
 Rdg. Imp. of Lowest 25% - 78 points  
 Math Imp. of Lowest 25% - 75 points  
 Rdg. AMO 73  
 Math AMO 77  
 2011 – School Grade A  
 Rdg. Proficiency, 82%  
 Math Proficiency, 87%  
 Rdg. Lrg. Gains, 69 points  
 Math Lrg. Gains, 73points  
 Rdg. Imp. of Lowest 25% - 67 points  
 Math Imp. of Lowest 25% - 71 points  
 2010 – School Grade A  
 Rdg. Proficiency, 83%  
 Math Proficiency, 83%  
 Rdg. Lrg. Gains, 73 points  
 Math Lrg. Gains, 70points  
 Rdg. Imp. of Lowest 25% - 66 points  
 Math Imp. of Lowest 25% - 68 points  
 2009 – School Grade  
 Rdg. Proficiency, %  
 Math Proficiency, %

Rdg. Lrg. Gains, points  
Math Lrg. Gains, \_points  
Rdg. Imp. of Lowest 25% -  
\_\_\_ points  
Math Imp. of Lowest 25% -  
\_\_\_ points

**Kenneth Williams**

Asst Principal

Years as Administrator: 4

Years at Current School: 1

**Credentials**

Degrees- BS- Social Work, Fort Valley St. University, MS- Varying Exceptionalities, Specialist- Educational Leadership Nova Southeastern University  
 Certifications-Varying Exceptionalities, Educational Leadership

**Performance Record**

2013 – School Grade (D)  
 Rdg. Proficiency, 34%  
 Math Proficiency, 43%  
 Rdg. Lrg. Gains, 63 points  
 Math Lrg. Gains, 57points  
 Rdg. Imp. of Lowest 25% - 70 points  
 Math Imp. of Lowest 25% - 56 points  
 Rdg. AMO 40  
 Math AMO 48  
 2012 – School Grade C  
 Rdg. Proficiency, 35%  
 Math Proficiency, 40%  
 Rdg. Lrg. Gains, 67 points  
 Math Lrg. Gains, 63 points  
 Rdg. Imp. of Lowest 25% - 70 points  
 Math Imp. of Lowest 25% - 67 points  
 Rdg. AMO 34  
 Math AMO 42  
 2011 – School Grade D  
 Rdg. Proficiency, 45%  
 Math Proficiency, 54%  
 Rdg. Lrg. Gains, 52points  
 Math Lrg. Gains, 52points  
 Rdg. Imp. of Lowest 25% - 52 points  
 Math Imp. of Lowest 25% - 57points  
 2010 – School Grade C  
 Rdg. Proficiency, 51%  
 Math Proficiency, 60%  
 Rdg. Lrg. Gains, 60 points  
 Math Lrg. Gains, 66points  
 Rdg. Imp. of Lowest 25% - 55 points  
 Math Imp. of Lowest 25% - 65 points  
 2009 – School Grade D  
 Rdg. Proficiency, 44%  
 Math Proficiency, 47%  
 Rdg. Lrg. Gains, 16 points

Math Lrg. Gains, 43 points

Rdg. Imp. of Lowest 25% - 57 points

Math Imp. of Lowest 25% - 60 points

**Beverley Salomatoff**

Asst Principal

Years as Administrator: 11

Years at Current School: 2

**Credentials**

Degrees- BS History, University of Colorado; MS Elementary Education, Educational Leadership, Nova Southeastern University  
 Certifications-Elementary Education, History , Middle Grades Endorsement, Educational Leadership

**Performance Record**

2013 – School Grade (I)  
 Rdg. Proficiency, 36%  
 Math Proficiency, 51%  
 Rdg. Lrg. Gains, \_\_ points  
 Math Lrg. Gains, \_\_points  
 Rdg. Imp. of Lowest 25% -  
 \_\_ points  
 Math Imp. of Lowest 25% -  
 \_\_ points  
 Rdg. AMO 43  
 Math AMO 44  
 2012 – School Grade D  
 Rdg. Proficiency, 34%  
 Math Proficiency, 26%  
 Rdg. Lrg. Gains, 57 points  
 Math Lrg. Gains, 48 points  
 Rdg. Imp. of Lowest 25% -  
 61 points  
 Math Imp. of Lowest 25% -  
 56 points  
 Rdg. AMO 41  
 Math AMO 35  
 2011 – School Grade C  
 Rdg. Proficiency, 50%  
 Math Proficiency, 42%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 62points  
 Rdg. Imp. of Lowest 25% -  
 68 points  
 Math Imp. of Lowest 25% -  
 69 points  
 2010 – School Grade C  
 Rdg. Proficiency, 46%  
 Math Proficiency, 41%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 67points  
 Rdg. Imp. of Lowest 25% - 66 points  
 Math Imp. of Lowest 25% - 71 points  
 2009 – School Grade C  
 Rdg. Proficiency, 53%  
 Math Proficiency, 49%  
 Rdg. Lrg. Gains, 67 points  
 Math Lrg. Gains, 68 points

Rdg. Imp. of Lowest 25% - 65 points  
 Math Imp. of Lowest 25% - 66 points

### Instructional Coaches

#### # of instructional coaches

4

#### # receiving effective rating or higher

(not entered because basis is < 10)

#### Instructional Coach Information:

##### Aishia McQueen

Full-time / School-based

Years as Coach: 2

Years at Current School: 2

##### Areas

Reading/Literacy

##### Credentials

Certification - English/Reading

##### Performance Record

2013 – School Grade  
 Rdg. Proficiency, 30%  
 Math Proficiency, 46%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 73points  
 Rdg. Imp. of Lowest 25% -  
 68 points  
 Math Imp. of Lowest 25% -  
 80 points  
 Rdg. AMO 38  
 Math AMO 36  
 N/A  
 Not employed with Dade County Public Schools

Patricia Hickman-Miller		
Full-time / School-based	Years as Coach: 6	Years at Current School: 5
<b>Areas</b>	Mathematics	
<b>Credentials</b>	BS- Math and Science, Rowan University, Masters in Mathematics Education, Rowan University Certifications- MG mathematics 5-9, MG General Science 5-9	
<b>Performance Record</b>	2013 – School Grade Pending Rdg. Proficiency, 30% Math Proficiency, 46% Rdg. Lrg. Gains, 61points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 80 points Rdg. AMO 38 Math AMO 36 2012 – School Grade C Rdg. Proficiency, 23% Math Proficiency, 29% Rdg. Lrg. Gains, 54points Math Lrg. Gains, 43 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 55 points Rdg. AMO Math AMO 2011 - School Grade C Rdg. Proficiency, 21% Math Proficiency, 59% Rdg. Lrg. Gains, 36 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 47 points Math Imp. of Lowest 25% - 62 points 2010 – School Grade D Rdg. Proficiency, % Math Proficiency, 56% Rdg. Lrg. Gains, points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - Math Imp. of Lowest 25% - 76 points 2009 – School Grade	

D

Rdg. Proficiency, 22%

Math Proficiency, 51%

Rdg. Lrg. Gains, 25 points

Math Lrg. Gains, 70 points

Rdg. Imp. of Lowest 25% -44

Math Imp. of Lowest 25% - 66 Points

**Regina Terry**

Full-time / School-based

Years as Coach: 4

Years at Current School: 2

**Areas**

Reading/Literacy

**Credentials**

Elementary Education K-6, Reading K-12, ESOL Endorsement

**Performance Record**

2013 – School Grade

Rdg. Proficiency, 30%

Math Proficiency, 46%

Rdg. Lrg. Gains, 61 points

Math Lrg. Gains, 73points

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

Rdg. AMO 38

Math AMO 36

2009-2012: South Ridge Senior Reading Coach and Teacher

2013 – School Grade

Rdg. Proficiency, 30%

Math Proficiency, 46%

Rdg. Lrg. Gains, 61 points

Math Lrg. Gains, 73points

Rdg. Imp. of Lowest 25% - 68 points

Math Imp. of Lowest 25% - 80 points

Rdg. AMO 38

Math AMO 36

2012 – School Grade

A

Rdg. Proficiency, 33%

Math Proficiency, 39%

Rdg. Lrg. Gains, points 59

Math Lrg. Gains, points 58

Rdg. Imp. of Lowest 25% -63  
pointsMath Imp. of Lowest 25% -68  
points

Rdg. AMO 40

Math AMO 39

2011 - School Grade A

Rdg. Proficiency, 29%

Math Proficiency, 60%

Rdg. Lrg. Gains, 45 points

Math Lrg. Gains, 68 points

Rdg. Imp. of Lowest 25% - 49  
pointsMath Imp. of Lowest 25% - 57  
points

2010 – School Grade A

Rdg. Proficiency, 25%

Math Proficiency, 55%

Rdg. Lrg. Gains, 44 points  
Math Lrg. Gains, 75 points  
Rdg. Imp. of Lowest 25% - 40  
2009 – School Grade  
F  
Rdg. Proficiency, 24%  
Math Proficiency, 54%  
Rdg. Lrg. Gains, 40 points  
Math Lrg. Gains, 66points  
Rdg. Imp. of Lowest 25% - 47  
Math Imp. of Lowest 25% - 65 Points

**Catina Boynton**

Full-time / School-based

Years as Coach: 5

Years at Current School: 1

**Areas**

Mathematics, Science

**Credentials**

Biology, Gifted, MG General Science

**Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 36%  
 Math Proficiency, 44%  
 Rdg. Lrg. Gains, 65 points  
 Math Lrg. Gains, 68 points  
 Rdg. Imp. of Lowest 25% - 69 points  
 Math Imp. of Lowest 25% - 77 points  
 Rdg. AMO 45  
 Math AMO 44  
 2012 – School Grade A  
 Rdg. Proficiency, 33%  
 Math Proficiency, 39%  
 Rdg. Lrg. Gains, 59 points  
 Math Lrg. Gains, 58 points  
 Rdg. Imp. of Lowest 25% - 63 points  
 Math Imp. of Lowest 25% - 68 points  
 Rdg. AMO 40  
 Math AMO 39  
 2011 – School Grade A  
 Rdg. Proficiency, 29%  
 Math Proficiency, 60%  
 Rdg. Lrg. Gains, 45 points  
 Math Lrg. Gains, 68 points  
 Rdg. Imp. of Lowest 25% - 49 points  
 Math Imp. of Lowest 25% - 57 points  
 2010 – School Grade A  
 Rdg. Proficiency, 25%  
 Math Proficiency, 55%  
 Rdg. Lrg. Gains, 44 points  
 Math Lrg. Gains, 75 points  
 Rdg. Imp. of Lowest 25% - 40 points  
 Math Imp. of Lowest 25% - 72 points  
 2009 – School Grade F  
 Rdg. Proficiency, 24%  
 Math Proficiency, 54%  
 Rdg. Lrg. Gains, 40 points  
 Math Lrg. Gains, 66 points

Rdg. Imp. of Lowest 25% - 47  
points  
Math Imp. of Lowest 25% - 65  
points

### Classroom Teachers

#### # of classroom teachers

125

#### # receiving effective rating or higher

0%

#### # Highly Qualified Teachers

43%

#### # certified in-field

55, 44%

#### # ESOL endorsed

20, 16%

#### # reading endorsed

15, 12%

#### # with advanced degrees

60, 48%

#### # National Board Certified

6, 5%

#### # first-year teachers

9, 7%

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

29, 23%

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

52, 42%

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

35, 28%

### Education Paraprofessionals

#### # of paraprofessionals

11

#### # Highly Qualified

, 0%

### 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**

1. Establishing a mentor/mentee program partnering a novice teacher with a experienced teacher within the same department. Ms. Wendy Molina Social Studies Department Chairperson oversees the program and meets with the mentees/mentors on a regular basis.
2. Provide professional development (PD) opportunities that assists highly qualified teachers with deepening their content knowledge. Professionals will have an opportunity to attend District and school based PD within their curricular area(s). These PDs are either offered through the district or coordinated in-house by the PD liaison.
3. In an effort to retain highly qualified teachers In-house support networks, including collaborative planning, lesson study groups and professional learning communities will be offered. These are coordinated schoolwide or department specific with the guidance of the instructional coaches and assistant principals.

#### **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**

At Homestead Senior High we have established a mentor/mentee program partnering novice teachers with experienced teachers within the same department. Ms. Wendy Molina Social Studies Department Chairperson oversees the program and meets with the mentees/mentors on a regular basis. At the beginning of the school year novice teachers are paired with their mentor teacher and attend a meet and greet session. At this session novice teachers receive instruction on utilizing grade book, attendance procedures and basic instructional strategies. Mentors continue to meet with their novice teachers on a bi-weekly basis to discuss classroom strategies and school wide curriculum initiatives. Release time is provided for both the mentor and mentee for classroom observations, feedback, coaching and planning. Assistant Principals assist with monitoring compliance and maintain appropriate documentation to ensure novice teachers are afforded quality assistance in becoming highly qualified instructors. All mentors are MINT certified.

#### **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 school's Principal provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing MTSS/RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

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

The school's Vice Principal assists the principal in data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development

to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

The school's Assistant Principals assist the principal by carrying out the vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional

The Select General Education Teacher Provides information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

The Exceptional Student Education (ESE) Teachers & Program Specialist participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

The Instructional Coach(es) Reading/Math/Science develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student 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.

The Technology Specialist develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

The Student Services Chair provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

The Test Chairperson provides information concerning various assessments and testing environments

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

The team meets monthly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

### **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**

Baseline data: Progress Monitoring and Reporting Network (PMRN), 2012 Florida Comprehensive Assessment Test (FCAT), District Baseline Assessments  
FCAT style pre-tests.

Mid-year: Florida Assessments for Instruction in Reading (FAIR), FCAT style mid-year tests, District Interim Assessments.

End of year: FAIR and FCAT

Frequency of Data Days: twice a month for data analysis

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

Professional development will continue to be provided during the teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: MTSS/RtI: Using Data to Drive Instruction and MTSS/RtI: Effective Intervention will be hosted. The MTSS/RTI team will also evaluate additional staff PD needs during the MTSS/RTI Team meetings.

### **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:** 11,580

Students are afforded the opportunity to retake courses that they were unsuccessful in by participating in night school and summer school. In addition, students are provided an opportunity to receive remediation and enrichment during Saturday school and after school tutorial sessions. These extended learning opportunities allow students to work in much smaller settings with highly qualified teachers and interventionists. Current student data is used to develop the lesson plan objectives and the targeted area of support. In addition, instructional coaches provide training and modeling of specific best practices to interventionists and teachers.

### **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?**

Data includes mini in class assessments as well as quarterly district exams. Using the data chat process, all stakeholders are able to determine whether or not students are making progress and devise a plan for further enrichment or remediation. The effectiveness of the intervention materials are also discussed.

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

Data collection is the responsibility of the Assistant Principal(s), coaches and teachers over the specific instructional area.

### **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Guillermo Munoz	Principal
Kenneth Williams	Vice Principal

Name	Title
Stacey-Ann Frater	Assistant Principal
Jeffrey Gonzalez	Assistant Principal
Beverley Salomatoff	Assistant Principal
Regina Terry	Literacy Coach
Aishia McQueen	Literacy Coach
Catina Boynton	Science Coach
Patricia Hickman-Miller	Math Coach
Pei Hsuan Wu	Math Instructor
Sarah Kruez	ELA Instructor
Lisa Rosales	Science Instructor
Kim Berkey	Activities Director
Abraham Camayd	Fine Arts Instructor
Kathy Horton	CTE Instructor
Khalilah Martin	Test Chair
Piroska Hidvegi	Media Specialist

### How the school-based LLT functions

The team meets monthly to discuss current Reading data and devise plans to address student deficiencies using a school-wide approach. Members of the team are elected to spearhead various projects and the other members act as support. All members give input on issues that are pertinent to student achievement. The team also meets to reflect on the impact of certain initiatives once implemented. The team is also responsible for coordinating school-wide literacy functions which may include:

- Book clubs
- Book studies (faculty and staff)
- Literacy Classroom Makeovers
- BTV Book Announcements
- Parent literacy night
- Promotion of Accelerated Reader

### Major initiatives of the LLT

This year the team hopes to increase parental involvement as it pertains to literacy. School-wide, the goal is to increase the amount of nonfiction text that is being read by the students. In addition, the team plans to work to increase independent reading across the curriculum. The team also plans to increase cross curricula planning and infusion of specific literacy strategies school-wide.

## Every Teacher Contributes to Reading Instruction

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

All faculty members are given a school-wide instructional focus calendar. This calendar outlines the specific reading benchmarks that will be covered in the literacy classes. They are then asked to infuse the benchmark in their curriculum as it is applicable. During faculty meetings, the literacy coaches or the assistant principal over Literacy presents a 5-10 minute strategy or best practice using various content area materials. The teachers are able to practice the strategy before attempting to implement it in their

classrooms. Through the leadership meetings, various strategies and best practices are discussed with the department chairpersons, who in turn, share them with their department during common planning and department meetings. In addition, professional development is provided on site to content area teachers. Administrators also conduct frequent walkthroughs of classes to ensure implementation of the strategies.

## 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**

The school offers several academic tracks that lead to industry certification. This allows students to navigate through high school with a plan of either entering the work force or attending college. There are also several course offerings in Dual Enrollment and Advance Placement that allows students to leave high school with college course credits. Students are also taking specific course strands in various academies that can be transferred to the post secondary level.

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

The school site counselors visit every class to complete the articulation process. During this time, students learn their options and are guided as to the path they are to take to complete high school. In addition, the school hosts a career fair as well as a college fair and also provides students with an opportunity to tour local colleges. Students also have full access to a guidance counselor as well as a graduation coach.

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

Students in their third and or fourth year of high school are placed in College Summit courses (Addressing Reading & Math) that provide direct instruction on college entrance exams, college entry criteria and preparation for post secondary courses and requirements. In addition, core classes also provide students with an opportunity to engage in analytical writing. There is also a graduation coach/ college advisor on site to provide various workshops on college and career readiness.

## 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	38%	30%	No	44%
American Indian		0%		
Asian				
Black/African American	33%	26%	No	39%
Hispanic	41%	33%	No	47%
White	52%	44%	No	57%
English language learners	28%	9%	No	35%
Students with disabilities	29%	25%	No	36%
Economically disadvantaged	38%	29%	No	44%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	146	18%	29%
Students scoring at or above Achievement Level 4	92	11%	16%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	15	42%	44%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		26%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	447	61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	91	68%	71%

**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)	49	36%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	36	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	17%	25%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		46%	51%

**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	267	61%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		55%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	36%	46%	Yes	42%
American Indian				
Asian				
Black/African American	33%	41%	Yes	40%
Hispanic	37%	51%	Yes	43%
White	58%	47%	No	63%
English language learners	40%	29%	No	46%
Students with disabilities	38%	31%	No	44%
Economically disadvantaged	34%	47%	Yes	41%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	12	33%	36%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		24%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		73%	76%
Students in lowest 25% making learning gains (EOC)		80%	82%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		24%	32%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	31%	36%
Students scoring at or above Achievement Level 4	25	7%	9%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	28%	31%
Students scoring at or above Achievement Level 4	93	22%	23%

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		48%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		24%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	155	36%	39%
Students scoring at or above Achievement Level 4	74	17%	19%

**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			

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	330		
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

## Area 8: Early Warning Systems

### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	611	32%	31%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	166	37%	36%
Students with grade point average less than 2.0	457	26%	25%
Students who fail to progress on-time to tenth grade	5	1%	1%
Students who receive two or more behavior referrals	550	30%	29%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	721	38%	37%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	66	3%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	247	67%	69%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	83	58%	60%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	277	56%	58%

## 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

The Parental Involvement Goal for the 2013-2014 school year is to increase parental participation by implementing researched based parental involvement plans, practices, programs and activities that are linked to improving academic achievement. Homestead Senior High will increase the number of parental activities from 23 to 25 and increase the number of parents participating from 1050 to 1100.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Conduct Freshman Orientation for parents and students			
Utilize the Community Involvement Specialist to communicate with parents and assist with home visits to strengthen the relations between parents and the school			

**Area 10: Additional Targets****Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Our goal is for all instructional teachers to explicitly teach lessons using the gradual release model.
- G2.** Our goal is for all instructional teachers to use applicable student data to effectively address deficiencies during small group.
- G3.** Our goal is for all instructional teachers to use applicable student data to set goals and develop data driven lessons.

## Goals Detail

**G1.** Our goal is for all instructional teachers to explicitly teach lessons using the gradual release model.

### **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 Administration Common Planning Process Professional Development

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

- Lesson plans are not consistently developed with evidence of the gradual release model.

## Plan to Monitor Progress Toward the Goal

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G2.** Our goal is for all instructional teachers to use applicable student data to effectively address deficiencies during small group.

### **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 Administration Common Planning Process Professional Development

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

- Limited implementation of small group teacher lead instruction
- Difficulty disaggregating and interpreting various student data results.

## Plan to Monitor Progress Toward the Goal

Interim Data Teacher generated benchmark assessment

**Person or Persons Responsible**

Administrators Instructional Coaches Teachers

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Data chat logs Individual student/teacher/school data reports

**G3.** Our goal is for all instructional teachers to use applicable student data to set goals and develop data driven lessons.

### **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 Administration Common Planning Process Professional Development

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

- Limited instructional resources tailored to meet individual student needs
- Difficulty disaggregating and interpreting various student data results

## Plan to Monitor Progress Toward the Goal

Interim Data Teacher generated benchmark assessment

**Person or Persons Responsible**

Administrators Instructional Coaches Teachers

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Data chat logs Individual student/teacher/school data reports

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Our goal is for all instructional teachers to explicitly teach lessons using the gradual release model.

**G1.B1** Lesson plans are not consistently developed with evidence of the gradual release model.

**G1.B1.S1** Provide professional development opportunities to teachers who have difficulties incorporating gradual release into their instructional routine.

### Action Step 1

Professional Development Lesson Studies Common Planning

#### Person or Persons Responsible

Administrators Instructional Coaches Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Agenda/Sign In Sheets Lesson Plans Student Artifacts

#### Facilitator:

Instructional Coaches Master Teachers

#### Participants:

Instructional Teachers

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

Classroom walkthroughs Review of teacher lesson plans Review of student artifacts

#### Person or Persons Responsible

Administrators Instructional Coaches

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Walkthrough Logs Teacher lesson plans Student work samples

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

Consistent review and monitoring of student data Review of coaching logs and lesson plans Observe the execution of teacher lesson plans Review student end products/work sample

#### Person or Persons Responsible

Administrators Instructional Coaches

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Coaching Logs Administrator Walkthrough Logs

**G2.** Our goal is for all instructional teachers to use applicable student data to effectively address deficiencies during small group.

### G2.B1 Limited implementation of small group teacher lead instruction

**G2.B1.S1** Use active coaching and the common planning process to guide teachers in the development of data driven lessons

#### Action Step 1

Use the coaching cycle to demonstrate an effective small group lesson.

#### Person or Persons Responsible

Instructional Coaches

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Note-Taking Note Making form Coaching Calendar and Logs

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

Administrator Walkthroughs Coaching Cycle

**Person or Persons Responsible**

Administrators Instructional Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Administrator Walkthrough Logs Instructional Coaches Logs/Calendars

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

Consistent review and monitoring of student data Review of coaching logs and lesson plans Observe the execution of teacher lesson plans Review student end products/work sample

**Person or Persons Responsible**

Administrators Instructional Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Coaching Logs Administrator Walkthrough Logs Student Work Samples

**G2.B2** Difficulty disaggregating and interpreting various student data results.

**G2.B2.S1** Provide professional development opportunities to teachers who have difficulties disaggregating and interpreting data.

**Action Step 1**

Professional Development Lesson Studies

**Person or Persons Responsible**

Administrators Coaches Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Agenda/Sign In Sheets Lesson Plans Student Artifacts

**Facilitator:**

Instructional Coaches Master Teachers

**Participants:**

Instructional Staff

**Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Professional Development Lesson Studies

**Person or Persons Responsible**

Administrators Coaches Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Agenda/Sign In Sheets Lesson Plans Student Artifacts

### Plan to Monitor Effectiveness of G2.B2.S1

Consistent review and monitoring of student data Review of coaching logs and lesson plans Observe the execution of teacher lesson plans Review student end products/work sample

#### Person or Persons Responsible

Administrators Instructional Coaches

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Coaching Logs Administrator Walkthrough Logs

**G3.** Our goal is for all instructional teachers to use applicable student data to set goals and develop data driven lessons.

### G3.B1 Limited instructional resources tailored to meet individual student needs

**G3.B1.S1** Use active coaching and the common planning process to guide teachers in the development of data driven lessons

#### Action Step 1

Use the common planning process to review student data and develop lessons that address student deficiencies.

#### Person or Persons Responsible

Administrators Instructional Coaches Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Teacher Lesson Plans Common Planning Sign in Sheets Student work samples in work folders

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

Classroom walkthroughs Data chats with teachers, coaches and administrators Review of teacher lesson plans

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

Administrators Coaches Teachers

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

Ongoing

#### **Evidence of Completion**

Data chat sheets Walkthrough Logs Teacher lesson plans

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

Consistent review and monitoring of student data Review of coaching logs and lesson plans Observe the execution of teacher lesson plans Review student end products/work sample

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

Administrators Instructional Coaches

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

Ongoing

#### **Evidence of Completion**

Coaching Logs Administrator Walkthrough Logs

### **G3.B2** Difficulty disaggregating and interpreting various student data results

**G3.B2.S1** Provide professional development opportunities to teachers who have difficulties disaggregating and interpreting data.

#### **Action Step 1**

Professional Development Lesson Studies

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

Administrators Coaches Teachers

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

Ongoing

##### **Evidence of Completion**

Agenda/Sign In Sheets Lesson Plans Student Artifacts

##### **Facilitator:**

Instructional Coaches Master Teachers

##### **Participants:**

Instructional Staff

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Classroom walkthroughs Data chats with teachers, coaches and administrators Review of teacher lesson plans

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

Administrators Instructional Coaches

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

Ongoing

##### **Evidence of Completion**

Walkthrough Logs Teacher lesson plans Student work samples

### **Plan to Monitor Effectiveness of G3.B2.S1**

Consistent review and monitoring of student data Review of coaching logs and lesson plans Observe the execution of teacher lesson plans Review student end products/work sample

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

Administrators Instructional Coaches

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

Ongoing

#### **Evidence of Completion**

Coaching Logs Administrator Walkthrough Logs

## 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 funded to ensure that students requiring additional remediation are assisted through before and

after-school tutoring programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches

develop, lead, and evaluate school core content standards/ programs. They 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, evidencebased

intervention strategies and assist with whole school screening programs that provide early intervening services for children to be considered "at risk". They 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. Homestead Senior houses

a Migrant Program that assists highly- transient students with support services, including academic, personal, social, career-counseling and behavioral services. Additionally, our Community Involvement Specialist (CIS) coordinates parental programs geared towards helping parents develop literacy-supportive homes, address attendance issues, and help students with the FCAT. The CIS also conducts home visits to address attendance concerns. Homestead Senior also works closely with South Dade Adult Education Center

to provide adult education courses to students who are in need of credit recovery. Homestead Senior High collaborates with South Dade Skills Center to transition students who need academic redirection after extensive counseling and intervention strategies have taken place.

#### Title I, Part C- Migrant

Homestead Senior High School 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.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the District Drop-out Prevention programs.

#### 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

The following programs are provided for ELL and immigrant students at Homestead Senior. These services include tutorial programs, software for the development, language and literacy skills (i.e. Teen Biz), and reading and supplementary instructional materials.

Title VI, Part B - NA

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for Homestead Senior High School students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education

Finance Program (FEFP) allocation.

Violence Prevention Programs

Homestead Senior also has a Youth Crime Watch designed to foster a safe learning environment. The TRUST

Specialist also trains and supervises a core of peer mediators whose goal is to support the resolution of student conflicts without the use of violence.

Nutrition Programs

1) Homestead Senior High adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start- N/A

Adult Education

High school completion courses are available to all eligible Homestead Senior High School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses. Academy teachers and counselors recruit regular, disadvantaged, and special needs students each

Spring

Job Training

Academy leaders will be meeting with industry leaders in their respective fields to identify job training opportunities in their pertinent careers. These job training opportunities will expose students to industry related

objectives, requirements, and the expectations of the job (i.e. dressing for success, interviewing, etc.).

Other

Parents of Homestead Senior will be involved in the planning and implementation of the Title I Program and will receive an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Homestead Senior will

increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact; our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Homestead Senior will conduct informal parent surveys to determine the specific needs of our parents, and will schedule subsequent workshops, Parent Academy Courses, etc., with flexible

times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity

for involvement. Homestead Senior will complete the Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08), the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant

population as applicable.

School Improvement Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative

in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial

tutorial instruction, differentiated instruction/intervention, classroom libraries, and Project CRISS.

Additionally, Title I School Improvement Grant/Funds support funding and assistance to schools in Differentiated Accountability based on need.

## 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.*

**G1.** Our goal is for all instructional teachers to explicitly teach lessons using the gradual release model.

**G1.B1** Lesson plans are not consistently developed with evidence of the gradual release model.

**G1.B1.S1** Provide professional development opportunities to teachers who have difficulties incorporating gradual release into their instructional routine.

### PD Opportunity 1

Professional Development Lesson Studies Common Planning

#### Facilitator

Instructional Coaches Master Teachers

#### Participants

Instructional Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Agenda/Sign In Sheets Lesson Plans Student Artifacts

**G2.** Our goal is for all instructional teachers to use applicable student data to effectively address deficiencies during small group.

**G2.B2** Difficulty disaggregating and interpreting various student data results.

**G2.B2.S1** Provide professional development opportunities to teachers who have difficulties disaggregating and interpreting data.

**PD Opportunity 1**

Professional Development Lesson Studies

**Facilitator**

Instructional Coaches Master Teachers

**Participants**

Instructional Staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Agenda/Sign In Sheets Lesson Plans Student Artifacts

**G3.** Our goal is for all instructional teachers to use applicable student data to set goals and develop data driven lessons.

**G3.B2** Difficulty disaggregating and interpreting various student data results

**G3.B2.S1** Provide professional development opportunities to teachers who have difficulties disaggregating and interpreting data.

**PD Opportunity 1**

Professional Development Lesson Studies

**Facilitator**

Instructional Coaches Master Teachers

**Participants**

Instructional Staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Agenda/Sign In Sheets Lesson Plans Student Artifacts

## Appendix 2: Budget to Support School Improvement Goals