

Miami-Dade County Public Schools

# Homestead Middle School



## 2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

|   |           |
|---|-----------|
| <b>School Demographics</b>                | <b>3</b>  |
| <b>Purpose and Outline of the SIP</b>     | <b>4</b>  |
| <b>School Information</b>                 | <b>7</b>  |
| <b>Needs Assessment</b>                   | <b>12</b> |
| <b>Planning for Improvement</b>           | <b>17</b> |
| <b>Positive Culture &amp; Environment</b> | <b>0</b>  |
| <b>Budget to Support Goals</b>            | <b>0</b>  |

# 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

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Middle School<br>6-8   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2021-22 Title I School</b>  | Yes  |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%   |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students<br>White Students*<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2021-22: C (50%)<br>2018-19: C (44%)<br>2017-18: C (48%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southeast  |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   | ATSI   |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |  |

## 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](http://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.

---

## Table of Contents

---

|                                       |           |
|---------------------------------------|-----------|
| <b>Purpose and Outline of the SIP</b> | <b>4</b>  |
| <b>School Information</b>             | <b>7</b>  |
| <b>Needs Assessment</b>               | <b>12</b> |
| <b>Planning for Improvement</b>       | <b>17</b> |
| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

## Homestead Middle School

650 NW 2ND AVE, Homestead, FL 33030

<http://homesteadmiddle.dadeschools.net>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| Middle School<br>6-8                             | Yes                    | 100%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 98%  |

### School Grades History

| Year  | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | C       |         | C       | C       |

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

<https://www.floridacims.org>.

### 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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| 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.  |
| 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.  |
| Augustin, Francelene | Reading 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. |
| 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.   |
| Davis, Claudia       | Magnet Coordinator  | Serves as the school based International Baccalaureate coordinator providing school, community and system leadership. Works directly with District IB Office, content area offices and school administration to support the instructional goals of an IB World School.  |
| Galindo, Perla       | 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  |



| Name              | Position Title | Job Duties and Responsibilities   |
|-------------------|----------------|---|
|                   |                | 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.   |
| Del Riego, Ketsia | Other          | Exceptional Student Education (ESE) Program Specialists is responsible for providing support to the school and ensuring that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. Specialists assist schools in demonstrating full and satisfactory implementation of the Individuals with Disabilities Education Act (IDEA). ESE Prgra Specialists also provides follow-up services related to implementation of the IEP/EP/Section 504 Accommodation Plan and/or mediation agreement and maintenance of required records (including cumulative and electronic records) at the school level, monitoring records for compliance with federal, state and district mandates. |
| Lacount, Yolanda  | Reading 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.   |
| Cronkrite, Sonya  | Other          | The Verizon Innovative Learning Schools (VILS) instructional coach is a full-time position with the primary responsibility for implementation of the VILS program at the school level. The VILS coach provides teachers with pedagogical support to effectively leverage technology in the classroom.   |

## Demographic Information

### Principal start date

Thursday 8/13/2020, Jonathan Britton A

**Number of teachers with a 2022 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.*

0

**Number of teachers with a 2022 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.*

12

**Total number of teacher positions allocated to the school**

39

**Total number of students enrolled at the school**

676

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

12

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

8

## Demographic Data

### Early Warning Systems

**Using prior year's data, complete the table below with the number of students by current 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 | 228 | 203 | 245 | 0 | 0  | 0  | 0  | 676 |       |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 79  | 113 | 146 | 0 | 0  | 0  | 0  | 338 |       |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 38  | 84  | 134 | 0 | 0  | 0  | 0  | 256 |       |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 34  | 24  | 47  | 0 | 0  | 0  | 0  | 105 |       |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 36  | 25  | 17  | 0 | 0  | 0  | 0  | 78  |       |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 89  | 128 | 183 | 0 | 0  | 0  | 0  | 400 |       |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 82  | 151 | 158 | 0 | 0  | 0  | 0  | 391 |       |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 115 | 124 | 168 | 0 | 0  | 0  | 0  | 407 |       |

**Using the table above, complete the table below with the number of students by current grade level who have 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 | 112 | 164 | 213 | 0 | 0  | 0  | 0  | 489 |       |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

| 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 | 3  | 2  | 12 | 0 | 0  | 0  | 0  | 17 |       |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 21 | 43 | 11 | 0 | 0  | 0  | 0  | 75 |       |

**Date this data was collected or last updated**

Monday 8/22/2022

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

| Indicator  | Grade Level |   |   |   |   |   |     |     |     |   |    |    |    | Total |
|--|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6   | 7   | 8   | 9 | 10 | 11 | 12 |       |
| 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    |

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

| Indicator  | Grade Level |   |   |   |   |   |     |     |     |   |    |    |    | Total |
|--|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6   | 7   | 8   | 9 | 10 | 11 | 12 |       |
| 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    |

## 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      | 2022   |          |       | 2021   |          |       | 2019   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             | 29%    | 55%      | 50%   |        |          |       | 29%    | 58%      | 54%   |
| ELA Learning Gains          | 46%    |          |       |        |          |       | 39%    | 58%      | 54%   |
| ELA Lowest 25th Percentile  | 42%    |          |       |        |          |       | 37%    | 52%      | 47%   |
| Math Achievement            | 28%    | 43%      | 36%   |        |          |       | 37%    | 58%      | 58%   |
| Math Learning Gains         | 53%    |          |       |        |          |       | 48%    | 56%      | 57%   |
| Math Lowest 25th Percentile | 63%    |          |       |        |          |       | 45%    | 54%      | 51%   |
| Science Achievement         | 33%    | 54%      | 53%   |        |          |       | 29%    | 52%      | 51%   |
| Social Studies Achievement  | 61%    | 64%      | 58%   |        |          |       | 56%    | 74%      | 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                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 19%    | 58%      | -39%                       | 54%   | -35%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 19%    | 56%      | -37%                       | 52%   | -33%                    |
| Cohort Comparison |      | -19%   |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 24%    | 60%      | -36%                       | 56%   | -32%                    |
| Cohort Comparison |      | -19%   |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 24%    | 58%      | -34%                       | 55%   | -31%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 25%    | 53%      | -28%                       | 54%   | -29%                    |
| Cohort Comparison |      | -24%   |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 18%    | 40%      | -22%                       | 46%   | -28%                    |
| Cohort Comparison |      | -25%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 21%    | 43%      | -22%                       | 48%   | -27%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| BIOLOGY EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| CIVICS EOC   |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 50%    | 73%      | -23%                  | 71%   | -21%               |
| HISTORY EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| ALGEBRA EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 79%    | 63%      | 16%                   | 61%   | 18%                |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |

## Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD                                       | 32       | 51     | 39          | 32        | 54      | 57           | 35       | 48      |           |                   |                     |
| ELL                                       | 21       | 48     | 43          | 30        | 56      | 61           | 18       | 53      |           |                   |                     |
| BLK                                       | 25       | 40     | 39          | 21        | 49      | 66           | 30       | 58      | 92        |                   |                     |
| HSP                                       | 32       | 52     | 43          | 35        | 57      | 59           | 35       | 64      | 95        |                   |                     |
| WHT                                       |          |        |             | 30        |         |              |          |         |           |                   |                     |
| FRL                                       | 29       | 46     | 42          | 29        | 53      | 63           | 33       | 63      | 94        |                   |                     |
| 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        |                   |                     |

| 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 |
| 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        |                   |                     |
| WHT                                       | 25       | 43     |             | 41        | 43      |              | 45       |         |           |                   |                     |
| FRL                                       | 29       | 39     | 36          | 37        | 48      | 45           | 29       | 56      | 80        |                   |                     |

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index  |      |
|---|------|
| ESSA Category (TS&I or CS&I)  | ATSI |
| OVERALL Federal Index – All Students  | 48   |
| OVERALL Federal Index Below 41% All Students                                    | NO   |
| Total Number of Subgroups Missing the Target                                    | 2    |
| Progress of English Language Learners in Achieving English Language Proficiency | 34   |
| Total Points Earned for the Federal Index                                       | 483  |
| Total Components for the Federal Index  | 10   |
| Percent Tested  | 98%  |
| Subgroup Data   |      |
| Students With Disabilities  |      |
| Federal Index - Students With Disabilities                                      | 44   |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | NO   |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       | 0    |
| English Language Learners   |      |
| Federal Index - English Language Learners                                       | 40   |
| English Language Learners Subgroup Below 41% in the Current Year?               | YES  |
| Number of Consecutive Years English Language Learners Subgroup Below 32%        | 0    |

| 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%            | 0   |
| 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%                      | 0   |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                    | 47  |
| Black/African American Students Subgroup Below 41% in the Current Year?            | NO  |
| Number of Consecutive Years Black/African American Students Subgroup Below 32%     | 0   |
| Hispanic Students  |     |
| Federal Index - Hispanic Students  | 51  |
| Hispanic Students Subgroup Below 41% in the Current Year?                          | NO  |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%                   | 0   |
| 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%                | 0   |
| 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%           | 0   |
| White Students   |     |
| Federal Index - White Students   | 30  |
| White Students Subgroup Below 41% in the Current Year?                             | YES |
| Number of Consecutive Years White Students Subgroup Below 32%                      | 1   |
| Economically Disadvantaged Students  |     |
| Federal Index - Economically Disadvantaged Students                                | 49  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0   |



## Part III: Planning for Improvement

### 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?**

In ELA, proficiency increased overall by 3 percentage points from 18% proficiency in 2021 to 21% proficiency in 2022 as evidenced on the Florida Standards Assessment (FSA). In grade 6 ELA, there was an increase of 5 percentage points (21 to 26 proficiency rate) from 2021-2022. In grade 7 ELA, there was an increase of 9 percentage points (14 to 23 proficiency rate) from 2021-2022. In grade 8 ELA, there was a decrease of 5 percentage points (21 to 16 proficiency rate) from 2021-2022.

In Math, proficiency increased overall by 4 percentage points from 14% proficiency in 2021 to 18% proficiency in 2022 as evidenced on the Florida Standards Assessment. In grade 6 Math, there was an increase of 3 percentage points (12 to 15 proficiency rate) from 2021-2022. In grade 7 Math, there was a 1 percentage point increase (16 to 17 proficiency rate) from 2021-2022. Grade 8 showed a much larger increase of 8 percentage points (14 to 22 proficiency rate) from 2021-2022.

In Science, proficiency increased overall by 6 percentage points between 2021-2022. Science (Biology) increased by 15 percentage points between 2021-2022. In Social Studies, proficiency increased overall by 29 percentage points between 2021-2022.

#### **What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Based on the 2022 state assessments and progress monitoring, 8th Grade ELA proficiency demonstrates the greatest need for improvement. There was a decrease in proficiency. (2021 21% to 2022 16%) This was a 5 percent decrease. Additionally, a comparison of the iReady diagnostic shows that there was limited growth in the number of students reading on grade level. There was only a 5% increase as compared to other grade levels which showed a 2% increase for 6th grade, 8% increase for 7th grade, and 5% increase in 8th grade. Based on the most current FSA (ELA and Math data), grade 7 ELA and grade 8 Math both demonstrated the greatest need for improvement.

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

Historically, intervention at Homestead Middle School has focused on our L25. Interventionists have been assigned to Intensive Reading classes and Extended Learning Opportunities have targeted the lowest quartile. For the 2022-23 school year, additional resources will be focused on supporting students to mitigate regression for students who are already proficient. Instruction in core classes will require strategic data-driven instruction to ensure students maintain and meet proficiency.

#### **What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Based on 2022 Florida Standards Assessment, 7th grade ELA and 8th grade Math proficiency showed the most improvement. With 7th grade ELA showing an increase of 9 percentage points and 8th grade Math showing an increase of 8 percentage points.

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

Contributing factors for this improvement included consistent, effective and ongoing weekly collaborative planning meetings that allowed time to plan for instruction utilizing the framework for effective instruction to guide teacher feedback. Additionally, instructional coaching support and modeling was provided to teachers. Administrative team consistently performed walk-throughs and focused on specific “look-fors” to ensure strategies discussed during collaborative meetings were actively implemented during instruction. New actions that contributed to improvement was the use of collaborative structures to increase student engagement.

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

The strategies needed to accelerate learning include: blended learning instruction and data-driven instruction.

**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.**

Professional development focused on blended learning is scheduled three times throughout the school year dated for the Opening of Schools, and in the months of March and May will be provided. Professional development opportunities for data-driven instruction will be delivered continuously throughout the school year through collaborative planning and coaching support with ongoing monitoring via walkthroughs by administration and data-chats (teacher/student and administration/teacher).

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

Extended learning opportunities will continue to be provided through after school tutoring, Saturday Academies, Spring Break Academy, Winter Academy, and academic boot camps. Additionally, in-school services will include intervention through teacher led differentiated instruction as well as support from interventionists, coaches, and district support.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Student Engagement**

|  |  |
|--|--|
| <b>Area of Focus Description and Rationale:</b><br><b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b> | <p>According to the 2021 FSA proficiency data, 14% of the 7th-grade students are proficient in ELA, 21% of the 8th-grade students are proficient in ELA, 16% of the 7th grade students are proficient in Mathematics, 14% of the 8th grade students are proficient in Mathematics, and 9% of the 8th graders are proficient in Science.</p> <p>The 2022 FSA proficiency data shows 23% of the 7th grade students are proficient in ELA, 16% of the 8th grade students are proficient in ELA, 17% of the 7th grade students are proficient in Mathematics, 22% of the 8th grade students are proficient in Mathematics, and 12% of the 8th graders are proficient in Science. Based on the data, student engagement has been proven to be effective in the middle grades as evidenced by increased L25 students' performance. As such, the area of focus will be on student engagement to increase proficient students.</p> |
| <b>Measurable Outcome:</b><br><b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>      | <p>With the implementation of blended learning, student engagement will increase ELA and Math proficiency by 5% percentage points as well as an additional 2% in the areas of Science and Social Studies by 2022-2023 state assessment.</p>  |
| <b>Monitoring:</b><br><b>Describe how this Area of Focus will be monitored for the desired outcome.</b>  | <p>The Leadership Team will conduct regular walkthroughs to ensure that student engagement is evident in classroom. Furthermore, the Leadership Team will review and monitor lesson plans, and survey both faculty and students on the status and implementation of the blended learning initiatives. Regular bi-weekly meetings will be held with Tech coach and support provided for blended learning strategies. Team meetings will analyze data to make sure students are demonstrating growth on the remediated standards. Students who are not demonstrating growth will be targeted for extended learning opportunities.</p>  |
| <b>Person responsible for monitoring outcome:</b>  | <p>Catherine Lopez (lopezc021@dadeschools.net)</p>   |
| <b>Evidence-based Strategy:</b><br><b>Describe the evidence-based strategy being implemented for this Area of Focus.</b>                                     | <p>Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of: Blended Learning. Blended learning will assist in accelerating proficient students as it is a systematic approach of instruction to increase engagement and participation. Students will own their learning process through online supplementary activities and personalized research on relevant topics related to the B.E.S.T. Standards.</p>   |
| <b>Rationale for Evidence-based Strategy:</b><br><b>Explain the rationale for</b>  | <p>Blended learning will ensure that teachers and students are maximizing the use of technology resources such our one-to-one devices and supplementary websites that are aligned to data in order to plan lessons that are customized to student needs. As new data becomes available, teachers will continually adjust the blended learning models to further fit classroom dynamics.</p>  |

**selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-9/2: Teachers will participate in VILS Professional Development focused on differentiating between "Blended Learning" and other forms of technology infused learning models. Transformational coaches will provide follow-up in-class coaching support focused on increasing technology engagement opportunities. As a result, teachers will be able to implement strategies and advance in technology integration to improve classroom instruction and increase student engagement opportunities.

**Person Responsible** Sonya Cronkrite (330867@dadeschools.net)

8/31-9/6: Teachers will complete the VILS "Blended Learning" follow-up activity after participating in professional development. Transformational coaches will provide teachers with additional support on aligning blended learning strategies to the instructional framework that support all areas of effective instruction. As a result, teachers will be able to design a blended learning experience using the flipped classroom, station-rotation, or whole group rotation model.

**Person Responsible** Sonya Cronkrite (330867@dadeschools.net)

9/6-10/14: Students will learn about various strategies, best practices, and digital tools aligned to "Digital Citizenship" through in class lessons that focus on equitable access to technology, safe and ethical computing and global communication. As a result, students will use technology for higher order thinking, develop technology skills, share information responsibly, keep equipment in good working order, share their own perspectives and unique voices, and collaborate through meaningful discussions with a variety of people.

**Person Responsible** Sonya Cronkrite (330867@dadeschools.net)

9/18-10/14: To increase student engagement, collaboration and technology use, "Station Rotation" model will be implemented during a daily technology portion of the instructional block. Stations will include online instruction, teacher-led instruction, and collaborative activities/stations. Transformational coaches will identify teachers in need of additional coaching support and provide both modeling and co-teaching support. As a result, proficient students will have multiple opportunities to increase frequency of technology use, cultivate a positive attitude toward technology and have access to personal learning experiences by way of purposeful exploration and research.

**Person Responsible** Sonya Cronkrite (330867@dadeschools.net)

10/31-12/16: Teachers will receive individual coaching support on incorporating technology into their daily lessons and utilizing the iPad devices effectively during instruction. As a result, students will have more opportunities to interact with technology and work collaborative with their peers.

**Person Responsible** Sonya Cronkrite (330867@dadeschools.net)

10/31-12/16: To increase student engagement, collaboration and technology use, "Station Rotation" model will be implemented during a daily technology portion of the instructional block. Stations will include online instruction, teacher-led instruction, and collaborative activities/stations. Transformational coaches will identify teachers in need of additional coaching support and provide both modeling and co-teaching support. As a result, proficient students will have multiple opportunities to increase frequency of technology use, cultivate a positive attitude toward technology and have access to personal learning experiences by way of purposeful exploration and research.

**Person Responsible** Sonya Cronkrite (330867@dadeschools.net)

**#2. ESSA Subgroup specifically relating to English Language Learners**

|  |   |
|--|---|
| <b>Area of Focus</b><br><b>Description and Rationale:</b><br><b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b> | <p>According to 2022 FSA subgroup data, 21% of our English Language Learners achieved proficiency on the ELA FSA compared to 22% proficiency in 2021. On the Math FSA, 30% of English Language Learners achieved proficiency compared to 24% in 2021. On the Science FSA, 18% of English Language Learners were proficient compared to 15% in 2021. The percentage decrease was attributed to inconsistent implementation of differentiated instruction and the use of curriculum intervention resources. The overall data demonstrates a critical need to focus on data driven instruction specifically through differentiated instruction.</p>  |
| <b>Measurable Outcome:</b><br><b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>                | <p>With the implementation of data driven instruction, an additional 21% of the English Language Learners will score at grade level or above in area of ELA, an additional 12% in the area of mathematics, and an additional 24% in the area of science by the 2022-2023 state assessment.</p>  |
| <b>Monitoring:</b><br><b>Describe how this Area of Focus will be monitored for the desired outcome.</b>  | <p>The Leadership Team and instructional coaches will monitor the FAST progress monitoring assessments (PM1 &amp; PM2) and i-Ready AP1 and AP2. In each collaborative planning, instructional coaches will pull reports from i-Ready AP1 &amp; AP2 to correlate passing rates to increased proficiency, Performance Matters, Leadership Dashboard to assist teachers in planning for effective differentiated instruction. Additionally, teachers will be required to have data chats with all students, including those in ESSA subgroups, to inform them on their performance on progress monitoring assessments, i-Ready and topic assessments. More importantly, teachers will group students based on the data and align resources to the appropriate levels of the students. The Leadership Team will also conduct regular walkthroughs to ensure that students of all subgroups are receiving benchmark aligned instruction.</p> |
| <b>Person responsible for monitoring outcome:</b>  | <p>Yolanda Lacount (260931@dadeschools.net)</p>   |
| <b>Evidence-based Strategy:</b><br><b>Describe the evidence-based strategy</b>   | <p>Within the Targeted Element of Data Driven Instruction, all stakeholders will be able to analyze and respond to student performance data to inform instructional planning and delivery to meet students' needs.</p>  |

being implemented for this Area of Focus.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/ criteria used for selecting this strategy.**

Data driven instruction will allow teachers to differentiate their instruction using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

#### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-9/9: Develop a diagnostic data testing plan for Read 180, i-Ready, and F.A.S.T PM1 that includes expectations for testing and training. The leadership team will monitor the implementation of the plan and provide support as needed to ensure students are provided with a conducive testing environment. As a result, the accuracy of data is reflective of students' current levels of performance which can be used to drive future instruction to increase proficiency.

**Person Responsible** Catherine Lopez (lopezc021@dadeschools.net)

8/31-9/2: Assistant Principal and School Assessment Coordinator will provide professional development for teachers on the new F.A.S.T assessment and updates provided by FLDOE as well as training for PM1 administration. As a result, teachers will understand the importance of creating a conducive testing environment that will result in obtaining accurate student data that will be used to identify proficient students, those on the verge, and students that are in need of intensive interventions.

**Person Responsible** Catherine Lopez (lopezc021@dadeschools.net)

9/6-9/19: Instructional coaches will provide professional development through collaborative planning focused on accessing F.A.S.T PM1 student results, understanding reports, analyzing available data, and using the data to drive instruction. As a result, teachers will have a better understanding on PM1 results/ reports and use the data to strategically target instruction for all subgroups. Furthermore, students will receive purposeful instruction that will increase higher levels of proficiency.

**Person Responsible** Yolanda Lacount (260931@dadeschools.net)

9/16-10/14: Instructional coaches will develop a targeted intervention plan aligned to data results from diagnostic assessment (PM1 and i-Ready). Based on the collected data, coaches and teachers will use the data to plan for instruction, identify resources needed, and customize lessons aligned to student instructional needs. Interventionists placement and schedules will be revised to maximize impact on student achievement. As a result, students will increase in their reading levels which will move students closer to proficiency.



**Person Responsible** Perla Galindo (pgalindo@dadeschools.net)

10/31-12/16: Teachers will develop standard/benchmark aligned exit tickets and use the data to identify students that need additional support and re-teach through bell ringer, small group instruction, and/or targeted interventions. As a result, students will increase mastery of standards/benchmarks and targeted interventions will be provided.

**Person Responsible** Perla Galindo (pgalindo@dadeschools.net)

10/31-11/14: Administrative/Teacher data chats will be conducted to discuss individual teacher data by class, set goals, and develop next steps to address areas of growth and enrichment opportunities. As a result, teachers will have a clear plan to target student needs that is data driven and administrators can monitor for accountability.

**Person Responsible** Catherine Lopez (lopezc021@dadeschools.net)



**#3. Positive Culture and Environment specifically relating to Physical and Emotional Safety**

|  |   |
|--|---|
| <b>Area of Focus</b><br><b>Description and Rationale:</b><br><b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b> | <p>According to the 2021-22 Student Climate Survey, 59% of students feel that there is a violence problem at the school. In addition, 51% of students answered that there is also a bullying problem at the school. Feedback received from the various departments' end of year SIP reflection also recommended the consistent implementation of Restorative Justice Practices. Based on this data, we will focus on implementing the various concepts of Restorative Justice Practices (RJP). These practices will foster an atmosphere of relationship building that will empower the students to solve their conflicts in a more constructive, positive manner.</p>  |
| <b>Measurable Outcome:</b><br><b>State the specific measurable outcome the school plans to achieve.</b><br><b>This should be a data based, objective outcome.</b>      | <p>With the implementation of the Restorative Justice Practices, we will have an additional 10% increase of students, from 42% in the 2021-22 Student Climate Survey to 52% in the 2022-23 Student Climate Survey who want to come to school.</p>   |
| <b>Monitoring:</b><br><b>Describe how this Area of Focus will be monitored for the desired outcome.</b>  | <p>The school's discipline team and student services department will gather data on how Restorative Justice Practices are being used for conflict-solving issues with students from the frequency in which one-on-one interventions to group circles are taking place. The discipline team will track and monitor student behavior (Level I and Level II offenses) through referrals from teachers, parent-teacher conferences, and counseling interventions. Each grading period, the school's discipline team will follow up on targeted student's conduct grades to determine behavioral improvement or whether further interventions or actions are needed to address those students who are not making progress.</p> |
| <b>Person responsible for monitoring outcome:</b>  | <p>Lamond Morrison (lmorrison@dadeschools.net)</p>  |
| <b>Evidence-based Strategy:</b><br><b>Describe the evidence-based strategy being</b>   | <p>Restorative Justice Practices propose five main pillars or tenets: Respect, Responsibility, Relationships, Repair and Reintegration. Through these qualities RJP is an approach that strikes a balance between establishing rigid behavioral practices and lenient approaches to disruptive behavior in the school community. RJP trains students in resolving conflict by encouraging small circles of mediation to express grievances and restore relationships. This strategy also brings forward the student-teacher trust by doing regular weekly check-ins. Check-ins gradually build positive student to teacher and student to student interactions in the classroom.</p>                                      |

**implemented  
for this Area  
of Focus.**

**Rationale for  
Evidence-  
based  
Strategy:  
Explain the  
rationale for  
selecting  
this specific  
strategy.  
Describe the  
resources/  
criteria used  
for selecting  
this  
strategy.**

According to the 2021-22 Student Climate School Survey 59% of the surveyed students at Homestead Middle School expressed that violence was a problem at their school. By contrast, only 42% answered that they like coming to school. Our objective is to address students' perception of safety by providing a tool to resolve conflict in a constructive manner so that their school experience is both positive and meaningful. Restorative Justice Practice has been selected as a strategy because it promotes a positive school experience by developing a process by which students, teachers and staff are able to mend relationships and restore trust. The school currently has faculty and staff and that has been trained in RJP. They can instruct and direct others on how to use the strategy effectively.

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-9/2: The Positive Behavior Support Coach will provide professional development for all teachers and staff on implementation of Restorative Justice Practice that aims to resolve conflicts and restore relationships. As a result, teachers and staff will create opportunities to build and sustain genuine relationships with the students that will result in positive interactions to improve behavior.

**Person Responsible** Justin Bess (292632@dadeschools.net)

9/6-10/14: The 90 second-spark initiative will focus on building strong relationships between faculty/staff and students. Students are greeted by their teachers as they enter the classroom with a different greeting everyday. As a result, a positive and welcoming tone is set to begin class, teachers can quickly identify students who may need social/emotional support, and students will feel valued by their teachers or staff members.

**Person Responsible** Catherine Lopez (lopezc021@dadeschools.net)

9/12-10/14: RJP check-ins will be incorporated into extended homeroom days. In RJP, the check-ins elicit the students to share out what they think or feel about a certain topic. The topics will be connected to the International Baccalaureate attributes and the use of a talking piece will be encouraged to ensure every voice is heard. As a result of the check-ins, student will develop a sense of belonging in their classroom and the school. It will also stimulate positive student to student connections that will build stronger bonds.

**Person Responsible** Claudia Davis (cpdavis@dadeschools.net)

9/12-10/14: A group of students will be selected and trained in Restorative Justice Practice to serve as impartial mediators when restorative meetings are held. Students who serve as peer mediators shall have no immediate link to the students involved, and must adhere to the guidance of their trainer; conducting themselves with decorum and respect. As a result, students involved in a conflict will feel represented by a peer and will be more inclined to express their thoughts and emotions in a non-threatening environment.

**Person Responsible** Justin Bess (292632@dadeschools.net)

10/31-11/14: An emotional inventory instrument which assists students and teachers with identifying where they are emotionally and socially will be created. By getting a pulse on their emotions, users will become more proficient at recognizing, understanding, labeling, and expressing their emotional state. As a result, the "60 Second Temperature Check" will allow teachers to gain greater emotional regulation in the learning environment.

**Person Responsible** Catherine Lopez (lopezc021@dadeschools.net)

10/31-12/16: Students who have been selected for RJP training as peer mediators will continue to provide support to their peers on conflict resolution on as needed basis, with an emphasis on building empathy and recognizing accountability. As a result, students will develop the knowledge, skills, and attitudes that will enable them to make positive decisions and communicate effectively with others.

**Person Responsible** Justin Bess (292632@dadeschools.net)

**#4. Transformational Leadership specifically relating to Leadership Development**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on 2021-2022 staff climate survey Homestead Middle School will focus on leadership development to address the critical needs within our school and engage the team. The data indicates that only 46% of the staff believes that their ideas are listened to and considered. To increase this percentage and address critical needs, we selected Involving Staff in Important Decision Making to ensure that the staff feels empowered, valued and invested in the success of the school.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully implement the targeted element of Involving Staff in Important Decision Making, staff commitment will increase resulting in increased productivity. There will also be a positive change in teacher moral and increased opportunities for teachers to contribute to school-wide decision making through committees, faculty meetings, and various surveys. The percentage of staff that feels their ideas are listened to will increase by 10% as evidence by the 2023 School Climate Survey administered in the Spring of 2023.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

The administrative team will identify various committees and leadership opportunities that will allow teachers to get involved and have a voice regarding school-wide decisions being made . By involving teachers in the decisions making process, we will also create an environment where teachers feel empowered and school-site leaders are developed. A Google survey will be shared periodically to gather feedback and address both positive and areas of improvement.

**Person responsible for monitoring outcome:**

Jonathan Britton (jbritton@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Through leadership development there will be a strategic focus on the evidence-based strategy of Involving Staff in Important Decisions. By creating and identifying "Experts in Our Building" and involving teachers in the decision making process, there will be a positive impact in the area of shared leadership. Experts in the building will provide a summary of support to the leadership team on a monthly basis to ensure we are working together towards meeting our school-wide goals and outlined outcomes.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Involving Staff in Important Decisions. 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. Involving Staff in Important Decision Making allows the staff to gain professional and personal stake in the school and its overall success. This commitment leads to the increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-9/2: Professional development will be provided for teachers by administrative team on goal setting focused on building a team climate of academic excellence and identifying strengths and areas of growth. As a result, the staff will have valuable input in the academic and operational decisions that impact student learning, achievement, and school culture.

**Person Responsible** Jonathan Britton (jbritton@dadeschools.net)

9/12-9/23: Develop a plan for the staff that is focused on providing opportunities to join various committees which will allow for continuous input, collaboration, leadership development, and an increased excitement for learning. The plan will include meeting dates, times, responsibilities, and expectations. As a result, teachers will develop their leadership skills and feel invested in their personal professional growth and overall school success.

**Person Responsible** Catherine Lopez (lopezc021@dadeschools.net)

9/12-9/23: Google survey will be created and shared with staff to identify staff concerns, areas of interest, professional growth goals, and suggestions for school improvement. As a result, Google survey data will provide administrative team with valuable information that will be used to set professional improvement goals, identify strategies for support, increase staff productivity, and build a positive culture where teachers are respected.

**Person Responsible** Lamond Morrison (lmorrison@dadeschools.net)

9/23-9/30: Analyze Google survey results to identify leadership gaps and staff who has potential to emerge as leaders. As a result, teachers will be able to translate their successful classroom practices into a shared vision that will help drive the school vision/mission.

**Person Responsible** Jonathan Britton (jbritton@dadeschools.net)

10/31-11/14: Identify a team that will serve on the Truancy Child Study Team (TCST) and Multi-Tiered System of Support Team (MTSS). The team will be composed of teachers, support staff, and administrators. As a result, meetings will be structured to take place bi-weekly and specific interventions will be identified to support students and families.

**Person Responsible** Lamond Morrison (lmorrison@dadeschools.net)

10/31-12/16: Structure weekly team meetings by working closely with Team Leaders to build leadership capacity and streamline schoolwide initiatives. As a result, Team Leaders will gain a better understanding of the Team Leader role and expectations as well as maintain a focus on school improvement and problem-solving.

**Person Responsible** Catherine Lopez (lopezc021@dadeschools.net)

## **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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### **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. At Homestead Middle we focus on "Celebrating Successes" and implementing Shoutout Wednesday where students' achievements, whether small or big, are celebrated and showcased. We also 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 are 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 2021-2022 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. This school year specifically, an additional focus on building positive relationships and connections will be implemented and monitored closely. The implementation of the "90 Second Spark initiative will create opportunities for positive interactions amongst everyone in the classroom community and ensuring a positive learning environment.

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

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.