

Miami-Dade County Public Schools

# Homestead Senior High School



## 2022-23 Schoolwide Improvement Plan

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# Homestead Senior High School

2351 SE 12TH AVE, Homestead, FL 33034

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

## Demographics

**Principal: John Galardi**

Start Date for this Principal: 7/15/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (55%) 2018-19: C (49%) 2017-18: C (47%)
<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>	N/A
* 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.

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## Homestead Senior High School

2351 SE 12TH AVE, Homestead, FL 33034

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

### School Grades History

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

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<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 Senior High School is to prepare students to develop their human potential and intellectual skills by providing a quality, relevant, and rigorous education in a safe learning environment so that students will become competitive and participatory citizens in a globalized world.

#### **Provide the school's vision statement.**

Homestead Senior High School envisions its students developing their talents and intellectual skills to become informed, caring, responsible, and productive citizens of their community, state, nation, and world.

### 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
Louis, Samuel	Principal	Leads all aspects of the school including, but not limited to, academics, operations, maintenance, parental involvement, community partnerships, budget and all compliance.
Morrison-Young, Laurelynn	Assistant Principal	Leads the Mathematics Department, Visual/Performing Arts, Career and Technical Education, graduation, acceleration, attendance and security personnel
Salomatoff, Beverley	Assistant Principal	Leads the Science Department and ESE Department as well as manages Title I, Project UpStart and technology.
Rosales, Ivan	Assistant Principal	Leads the Social Studies Department and Physical Education as well as manages custodial staff.
Coakley, George	Dean	Leads Positive Behavioral Support (PBS) initiatives, reinforces and recognizes behaviors that we want to see more of throughout our student body. Additionally, he leads our attendance initiatives that focus on improving our school's attendance rate.
Jackson, Regina	Instructional Coach	Science Transformation Coach. She provides instructional leadership, coaching support and leads collaborative planning in her department
Thompson, Toni	Instructional Coach	Math Transformation Coach. She provides instructional leadership, coaching support and leads collaborative planning to her department.
Hamilton, Karina	Instructional Coach	Math Transformation Coach. She provides instructional leadership, coaching support and leads collaborative planning to her department.
Howard, Nancy	Teacher, K-12	Social Studies Department Chair. In addition to leading the entire department, she leads the collaborative planning efforts of the United States History team.
Clark, Toni	Attendance/Social Work	Trust Counselor. In addition, she is a certified Social Worker and provides individual and groups counseling sessions, conducts home visits, and connects students to resources and outside agencies.
Filos, Veronica	Other	Test Chairperson. She manages and operates all district and statewide assessments, monitors testing environments and ensures the integrity of the testing labs.

### Demographic Information



**Principal start date**

Friday 7/15/2022, John Galardi

**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.*

22

**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.*

1

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

105

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

2,023

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

27

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

10

**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	0	0	0	637	531	482	436	2086
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	286	172	175	144	777
One or more suspensions	0	0	0	0	0	0	0	0	0	242	106	54	44	446
Course failure in ELA	0	0	0	0	0	0	0	0	0	60	46	10	40	156
Course failure in Math	0	0	0	0	0	0	0	0	0	107	51	41	19	218
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	379	239	191	0	809
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	351	258	185	4	798
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	416	223	171	158	968
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	453	285	210	69	1017

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	0	0	0	8	2	1	16	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	54	34	16	24	128

Date this data was collected or last updated

Sunday 9/11/2022

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	0	0	0	536	487	456	455	1934
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	249	270	216	208	943
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	51	159	86	118	414
Course failure in Math	0	0	0	0	0	0	0	0	0	63	112	121	104	400
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	174	192	144	158	668
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	178	185	135	172	670
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	372	0	0	0	372
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	223	268	216	241	948

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	0	0	0	5	0	0	33	38
Students retained two or more times	0	0	0	0	0	0	0	0	0	28	22	29	26	105

**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	0	0	0	1	507	453	385	39	1385
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	166	168	134	5	473
One or more suspensions	0	0	0	0	0	0	0	0	0	0	98	62	44	2	206
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	36	4	40	0	80
Course failure in Math	0	0	0	0	0	0	0	0	0	0	44	41	18	0	103
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	243	205	0	0	448
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	251	191	2	1	445
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	232	197	162	2	593
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	282	213	58	9	562	

**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	0	0	0	11	3	4	16	34	
Students retained two or more times	0	0	0	0	0	0	0	0	0	35	19	15	6	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%	54%	51%				30%	59%	56%
ELA Learning Gains	49%						40%	54%	51%
ELA Lowest 25th Percentile	51%						32%	48%	42%
Math Achievement	33%	42%	38%				29%	54%	51%
Math Learning Gains	57%						42%	52%	48%
Math Lowest 25th Percentile	62%						51%	51%	45%
Science Achievement	53%	41%	40%				57%	68%	68%
Social Studies Achievement	56%	56%	48%				54%	76%	73%

**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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	68%	-13%	67%	-12%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	71%	-20%	70%	-19%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	63%	-38%	61%	-36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	54%	-27%	57%	-30%

**Subgroup Data Review**

<b>2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>
SWD	25	40	42	26	50	58	46	48		91	42
ELL	11	44	47	25	56	57	36	50		93	72
BLK	25	47	51	29	57	65	49	48		97	73
HSP	30	51	50	34	57	60	55	60		92	70
WHT	50	39		50	54			83		93	50
FRL	28	49	51	32	57	62	52	55		94	70
<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	30	32	30	29	24	28	45	48		96	54
ELL	13	33	31	24	38	39	43	39		89	82
BLK	18	27	27	17	24	35	40	42		95	72
HSP	25	32	32	29	33	30	56	60		91	83
WHT	43	11		33	25					100	83
FRL	22	29	28	24	28	32	50	52		94	79
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	29	35	34	26	31	26	40	52		83	43
ELL	15	36	35	21	44	52	42	39		72	78
BLK	28	39	34	25	41	53	50	50		85	74
HSP	31	40	30	29	43	51	61	54		82	76
WHT	52	45		50	47		69	86			
FRL	30	40	33	29	42	51	56	54		84	74

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	601
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
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	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	53
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	55
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	
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	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
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 2021, the trend in the performance data continued to decline in comparison to previous years. In ELA an average of 23% of tested students demonstrated proficiency, a 7 percentage point decrease from 2019. In 2022, 29% of students who were administered the Grade 10 ELA FSA demonstrated proficiency, a 6 percentage point increase from 2021. In 2021, 24% of students demonstrated proficiency in Mathematics. In 2022, 33% of tested students demonstrated proficiency, a 9 percentage point increase compared to the previous year. In Science, 53% of the students were proficient which is a 4 percentage point increase from 2021. In Social Studies, 56% of students demonstrated proficiency which is a 3 percentage point increase from 2021.

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

Although ELA proficiency improved from 2021 to 2022, the data still came in lower than pre-pandemic data in comparison to the other assessed content areas. Therefore ELA proficiency has been determined to be the area with 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?

Contributing factors to this need for improvement include a lower quality of standards-aligned instruction in regards to the achievement level descriptors, a decline in student attendance, and student disengagement. There is a great need for instruction that allows students to engage with moderate to high complexity texts. New actions will include purposeful and meaningful collaborative planning sessions as well as creating activities in and outside of the classroom to establish greater student engagement.

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

In 2022, the most improved area based off of progress monitoring and state assessments have been the learning gains in Mathematics. In 2021, 29% of students made learning gains and 35% of the L25 population made learning gains. In 2022, 57% of students made learning gains and 62% of the L25 population made learning gains. Proficiency in Mathematics also increased by 9 percentage points.

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

Contributing factors include the retention of teachers within the department, meaningful collaborative planning, and school culture. There was no teacher turnover during the 2021-2022 school year within the math department which adds to the quality of instruction and consistency. During collaborative planning, teachers create and embed high rigor and develop a high quality of standards-aligned lessons and assignments. Building the culture within the school and specifically within the mathematics department was also a contributing factor. A new action that was implemented was recognizing teachers when they went above and beyond their job description.

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

To accelerate learning, there will be an implementation of improved student engagement strategies. This will allow students to engage in lessons at a greater degree of attention, interest, curiosity and wonder. If student engagement is increased, then their motivation will also increase, leading to an acceleration in learning. Another strategy to include will be purposeful planning with standard aligned instruction. Creating lessons that require teachers and students to actively participate through the implementation of activities and purposeful assignments will allow students to develop the self-accountability and thinking and reasoning that they will need to accelerate learning. When students are engaged in the lesson and know they are held accountable, student attendance will increase.

**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 days will be offered on August 15- August 16, 2022. The School Site Professional Development will encompass strategies on how to increase student engagement and how to create a purposeful lesson using Teach Like a Champion strategies. In addition to these professional development opportunities, instructional coaches will support the implementation of these strategies during collaborative planning and department meetings.

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

Additional services that will be implemented are Positive Behavioral Support to increase student attendance. To encourage student learning and achievement, there will be extended learning opportunities offered to students afterschool and during Saturday Academy. The effective utilization of interventionists in Reading would need to be added to ensure sustainability and improvement. To continue to foster the positive school culture at Homestead and student engagement, more social activities will be incorporated however students must meet certain criteria to be able to participate.

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

According to the 2021 FSA ELA proficiency was 23%. The 2022 FSA ELA proficiency data shows 29% of 10th grade students are proficient in ELA. Although there was a 6 percentage point increase in achievement data, ELA proficiency in 2022 is still lower than it was before the pandemic. Based on this data, standards-aligned instruction has been proven to be effective in improving student outcomes. We will focus on standards-aligned instruction to address this critical need.

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

The specific measurable outcome will be a 5 percentage point increase in the overall proficiency rate in ELA as evidenced by the 2023 ELA performance data. Mid-Year assessments will be used to monitor student progress.

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

This area of focus will be monitored through collaborative planning, student performance on formative and summative assessments, as well as instructional target/objectives.

**Person responsible for monitoring outcome:**

Ivan Rosales (irosales@dadeschools.net)

**Evidence-based Strategy:  
Describe the evidence-based strategy being implemented**

The evidence-based strategy being implemented for this area of focus is the Gradual Release of Responsibility Model. This strategy was proven to be effective with the math department at Homestead Senior High, yielding substantial increases in both proficiency and learning gains. The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. Interactive journals and exit slips will be used to facilitate students' metacognition and promote their role as editors of their work and that of their peers.

**for this Area of Focus.****Rationale for Evidence-based**

**Strategy:** The area of focus is to increase proficiency in ELA by 5 percentage points. Students being able to show mastery on specific benchmarks will require them to go through the Gradual Release Model. Following the GRRM allows for the teachers to release responsibility to students and hold them accountable to produce mastery. By establishing the GRRM, the students will develop a growth mindset that allows them to actively participate and engage in the lessons where they will deepen their understanding of the content. The implementation of the GRRM will allow students to be able struggle productively, thus being successful on the FSA ELA at the end of the year.

**Explain the rationale for 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.

8/17/2022 - ongoing

Teachers in ELA will explicitly model how to construct and interact with daily notebooks and journal. These notebooks will continuously guide students through the comprehension skill process by acting as references to vocabulary, key terms, annotations, writing types and notes. The students will also be taught how to contain graphic organizers and sample writing pieces within their journals.

**Person Responsible** Toni Thompson (tonithompson@dadeschools.net)

8/17/2022 - ongoing

In ELA, teachers will use a benchmark tracker to determine mastery for Culminating End Products. After each lesson, the students will construct an end product in which their product will be evaluated for mastering the spotlight benchmark. Other forms of assessments include exit slips, daily end products and F.A.S.T. Implementing and analyzing these assessments will assist in differentiated learning.

**Person Responsible** Toni Thompson (tonithompson@dadeschools.net)

8/17/2022 - ongoing

Throughout the year, Coaching Support will be provided through Common Planning and Teacher Coach Collaborations. In Common Planning, the Coach and teachers will use the pre planning protocol to plan for the GRRM. The Coach will also model for teachers during Common Planning. The Coach and Assistant Principal will conduct walkthroughs and debrief with teachers to ensure effective use of the GRRM is taking place.

**Person Responsible** Ivan Rosales (irosales@dadeschools.net)

8/17/2022 - ongoing

As teachers use the GRRM, students will be released to individually construct their end products. The teacher will model how to respond to the writing task with an aligned sample. The students will then be given the class period to construct their writing. Once completed, students will begin the peer editing

process in which they edit their peer's responses and redraft for a final version. The teacher will then analyze each product to ensure mastery of the spotlight benchmark.

**Person Responsible** Toni Thompson (tonithompson@dadeschools.net)

10/31/2022 - Ongoing

The teachers will provide ongoing explicit feedback as students are going through the writing process. This will ensure mastery of the spotlight benchmarks.

**Person Responsible** Ivan Rosales (irosales@dadeschools.net)

10/31/2022 - Ongoing

During common planning, teachers will use the achievement level descriptors to create lessons that ensure and maintain proficiency with a heavy focus on level 3, 4 and 5 type questions.

**Person Responsible** Toni Thompson (tonithompson@dadeschools.net)

**#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Data from the 2020-2021 school climate survey indicated 86% of teachers feel the Principal is an effective administrator. Based on the data from the 2021-2022 school climate survey, 83% teachers believe the Principal is an effective administrator. This is a 3 percentage point decrease from the previous year. We will focus on Specific Teacher Feedback/Walkthroughs to address this critical need.

**Measurable****Outcome:**

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

The specific measurable outcome will be a 5 percentage point increase in teachers believing the Principal to be an effective administrator as evidenced by the 2023 staff school climate survey.

**Monitoring:**

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

The Principal will conduct weekly walkthroughs in both tested and non-tested areas and provide teachers with immediate specific feedback that is descriptive and nonjudgmental. The feedback will be used to initiate coaching/teacher collaboration and highlight teachers by celebrating what we want to reinforce in the classroom. In addition, the feedback will allow members of the leadership team to communicate new expectations and provide additional support.

**Person responsible for monitoring outcome:**

Samuel Louis (pr7151@dadeschools.net)

**Evidence-based Strategy:**

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

The evidence-based strategy being implemented for this area of focus is consistent, developmental feedback. We will ensure that all teams members are aligned and equipped for success through constant collaboration and communication about the goals of the school no matter the content area. By implementing this strategy a culture of support and continuous improvement will be fostered in all teachers.

**Rationale for Evidence-based Strategy:**

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

Specific Teacher Feedback informs deeper learning which in turn improves instruction. By providing teachers with meaningful feedback and additional support, teacher capacity is built. Teachers will value the support systems in place that has built their professional capacity as instructors. This ties in to the meaning of our area of focus and goal to have more teachers feeling supported.

**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.

9/2/2022 - ongoing

A walkthrough/feedback one-drive spreadsheet will be created, and used by all 5 administrators. The

spreadsheet will list all teachers and will be used to monitor the frequency of classroom visits. In addition, the spreadsheet will monitor the frequency in which teachers are receiving feedback to ensure it is equitable.

**Person Responsible** Samuel Louis (pr7151@dadeschools.net)

9/2/2022 - ongoing

The administration will meet weekly to review the walkthrough and feedback provided to teachers. A plan will be created each Friday, for the week ahead, to ensure walkthroughs, support, and feedback are being implemented in a strategic and equitable manner.

**Person Responsible** Samuel Louis (pr7151@dadeschools.net)

9/2/2022 - ongoing

Instructional Coaches will be used to provide support to teachers. The support is collegial but leveraged by the principal. The administrative team will meet with the instructional coaches on a weekly basis and review coaching calendars with the purpose of ensuring that teachers are being supportive effectively.

**Person Responsible** Samuel Louis (pr7151@dadeschools.net)

9/2/2022 - ongoing

A survey will be sent out to teachers on a quarterly basis to gather their input on the degree of support they are feeling from their coaches and administrators. Adjustments to systems of support will be modified based upon the data gathered from the surveys.

**Person Responsible** Samuel Louis (pr7151@dadeschools.net)

10/31/2022 - Ongoing

The school leadership team will continue to meet weekly to review the walkthrough tracker and coaches' calendars to ensure walkthroughs, coaching support, and feedback are being implemented in a strategic and equitable manner.

**Person Responsible** Samuel Louis (pr7151@dadeschools.net)

10/31/2022 - Ongoing

The principal will email the staff to highlight a TLAC strategy as a point of emphasis and weekly best practice.

**Person Responsible** Samuel Louis (pr7151@dadeschools.net)

**#3. Positive Culture and Environment specifically relating to Schoolwide Student Attendance****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 2021-2022 Student Attendance- District/Tiered Comparison, 20% of students at Homestead had 31 or more absences, compared to 7% of students in the entire District and 15% of students in all Tier 2 and Tier 3 schools combined. Based on this data, attendance initiatives were chosen to address the critical need for improvement in student attendance.

**Measurable Outcome:**

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

There will be a 5 percentage point decrease of students that have 31 or more absences by the end of the 2022-2023 school year.

**Monitoring:**

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

This will be monitored through an Attendance Action Plan and through the attendance clerk. The administration team as well as our community liaison will establish a plan of action for those students that are showing signs of truancy in quarter one. Once the plan is in effect, the parties involved (student/parent/school personnel) will then follow through on action plan and refer to more immediate actions if attendance worsens.

**Person responsible for monitoring outcome:**

Laurelynn Morrison-Young (youngl@dadeschools.net)

**Evidence-based****Strategy:**

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

The evidence-based strategy being implemented for this area of focus is attendance initiatives. These initiatives will include immediate action being taken as soon as 3 unexcused absences are accrued. Parent contact will be made as well as home visits, counseling and referrals for wraparound services. Incentives will also be provided to students with perfect attendance.

**Rationale for Evidence-based****Strategy:**

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

Attendance initiatives will allow the school leadership team to decrease the number of student absences. By creating a system to identify attendance issues, intervene before absenteeism becomes habitual, and reward those who attend school regularly, we will be able to improve the school's attendance rate and ensure students are in school and learning.

**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.

8/17/2022 - 9/9/2022

The principal created a team of clerical staff, Community Involvement Specialist, counselors and administrators called the Enrollment, Attendance, and Family Engagement Team. The goal of this team

will be to improve attendance, engage with families, and provide excellent customer service during the enrollment process.

**Person Responsible** Samuel Louis (pr7151@dadeschools.net)

8/17/22 - 9/9/2022

Grade level assemblies will be held to discuss the importance of attendance. The "No Grade" Policy will be reviewed along with incentives for improved/perfect attendance.

**Person Responsible** Laurelynn Morrison-Young (youngl@dadeschools.net)

8/17/2022 - ongoing

Parent contact will be made as soon as a student accumulates 3 unexcused absences. Mandatory student/parent conferences will be held when a student reaches 5 unexcused absences.

**Person Responsible** Laurelynn Morrison-Young (youngl@dadeschools.net)

8/17/2022 - ongoing

An attendance progress reporting system will be creating where students check in with their grade level counselor on a weekly basis once they have accrued 10 unexcused absences until their attendance improves/ A similar system will be put in place for athletes with attendance issues to check in with their coaches and the athletic director.

**Person Responsible** Laurelynn Morrison-Young (youngl@dadeschools.net)

10/31/2022 - ongoing

The Community Involvement Specialist and the Student Services Support Personnel will meet with families to provide wrap around services and place them in contact with outside agencies with the goal of increasing structure at home and improving attendance.

**Person Responsible** Samuel Louis (pr7151@dadeschools.net)

10/31/2022 - Ongoing

Home visits will be conducted as an intervention to address at home concerns that may be inhibiting a student's ability to get to school.

**Person Responsible** Samuel Louis (pr7151@dadeschools.net)



**#4. Instructional Practice specifically relating to Math****Area of Focus Description and****Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to 2021-2022 student performance data, 28% of students who took the Algebra I EOC scored a level 3 or higher. This was a 9 percentage point increase from 2020-2021 Algebra I EOC data. Although there was an increase in proficiency from the 2021 to 2022 school year, there is still room for improvement. Last year teachers tailored instruction to the Gradual Release of Responsibilities Model which proved to be beneficial to student learning however with over 70% of students still performing at a level 2 or below there is a critical need to ramp up instruction, ensuring that it is more rigorous. We will focus on metacognition and interactive notebooks to address this critical need.

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

The specific measurable outcome will be a 5 percentage point increase in the overall proficiency rate in Algebra I as evidenced by 2023 Algebra I EOC performance data. Topic assessments and mid-year assessments will be used to monitor student progress.

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

This area of focus will be monitored through collaborative planning, administrative walkthroughs, student performance on formative and summative assessments, as well as instructional target/objectives.

**Person responsible for****monitoring outcome:**

Laurelynn Morrison-Young (youngl@dadeschools.net)

**Evidence-based****Strategy:****Describe the evidence-based strategy being**

There are two evidence-based strategies that we will be using to effectively implement this area of focus: metacognition and interactive notebooks. Metacognition will be used to enhance student learning by asking open-ended questions and asking the students "Why?" Why does/doesn't a solution make sense? This strategy will help students understand their own thinking and learning process. One way to facilitate this would be through interactive notebooks. Students will organize their notes in a way that helps them arrange their thoughts, allowing them to process the material and even use the notebooks as a resource to help them with their at home learning.



**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.**

Notetaking has always been an strategy used in the math department here at Homestead Senior High to help build metacognition as well as a resource to refer back to for assessments or home learning. This year, we will focus on making interactive notes as our first priority. As we see in increase in proficiency from the 2021-2022 school year, we know that we can improve our proficiency by 5 percentage points with effective implementation of interactive notebooks. The interactive notes will allow student to take ownership in their work and provide them with a resource that they can use and benefit from for the entire year, not just for the daily lesson. In creating interactive notes, we expect to see in increase in student metacognition as they will be able to analyze their work and processes in the classroom and on their own.

#### **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.

8/17/22- Ongoing

Teachers within the math department will explicitly model how to create and use interactive journals. The journals will serve as a daily reference guide and offer opportunities to practice skills in and out of the classroom.

**Person  
Responsible** Karina Hamilton (khamilton@dadeschools.net)

8/17/22- 8/31/22

Teachers will ensure that all students have a composition book and materials to create interactive notebooks.

**Person  
Responsible** Laurelynn Morrison-Young (youngl@dadeschools.net)

8/31/22- Ongoing

Teachers will provide students with explicit "I do" questions and then have students complete the "We Do" portion of the lesson establishing and creating the metacognition factor that the students will begin to develop and use.

**Person  
Responsible** Karina Hamilton (khamilton@dadeschools.net)

8/17/22- Ongoing

Teachers will allow students to explore their own thought process through the implementation of asking probing and opened-ended questions during the "I do" portion of the lessons and then again at the conclusion of the lesson to help build the students' metacognition. This will be observed through walk-throughs conducted by the administration

**Person  
Responsible** Samuel Louis (pr7151@dadeschools.net)

10/31/2022 - Ongoing

Note taking strategies will be modeled during common planning. An emphasis will be placed on which notes students need to take to ensure mastery.

**Person Responsible** Laurelynn Morrison-Young (youngl@dadeschools.net)

10/31/2022 - Ongoing

After school and Saturday tutoring will be highly encouraged and advertised to students to promote metacognition and retention of content and skills.

**Person Responsible** Laurelynn Morrison-Young (youngl@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.

Our school culture is founded upon empowering each teacher to build a culturally responsive and positive based environment in their classroom. Teachers prioritize building a strong rapport with their students and having a culture in their classroom that rewards and recognizes positive behavior. From the bottom up, as each teacher establishes their own positive based support systems, the school wide culture is improved. In addition to each teacher establishing their individualized systems, collaboration among teams results in a schoolwide effect. The leadership team supports the effort of all stakeholders by implementing systems that address critical issues such as attendance, parental and community involvement, and the social emotional wellness of students.

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

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teachers, the Student Services Department, and the PBS Team. The principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team building and morale boosting activities. The Assistant Principals monitor their respective department efforts and collaborate across departments to ensure that all information is communicated with all stakeholders in a timely manner. Instructional Coaches and Teachers assist in providing and responding to feedback from stakeholders. The Student Services Department ensure success by monitoring and supporting student progress, both academically and emotionally. The PBS Team maintains positive school culture by consistently tracking and incentivizing positive behavior. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families. All stakeholders are responsible for recognizing and applauding student efforts in becoming model students.