Homestead Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

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Homestead Senior High School

2351 SE 12TH AVE, Homestead, FL 33034

http://homesteadhigh.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Homestead Senior High's mission is centered around empowering students to unlock their human potential and cultivate their intellectual skills. The school is dedicated to delivering a high-quality, relevant, and rigorous education that equips students with the knowledge and abilities needed to thrive in a rapidly evolving world. Emphasizing the importance of a safe and conducive learning environment, Homestead Senior High aims to foster an atmosphere that encourages exploration, growth, and success. By nurturing their educational journey, Homestead Senior High prepares students to become both competitive individuals and engaged members of society, capable of contributing meaningfully in a globalized world.

Provide the school's vision statement.

Homestead Senior High's vision is focused on nurturing and developing the talents and intellectual skills of its students, aiming to shape them into well-rounded individuals who possess key qualities. The school strives to foster an environment where students become informed, continuously expanding their knowledge and understanding of the world around them. Homestead Senior High also encourages students to be caring individuals, emphasizing the importance of empathy, compassion, and a sense of responsibility towards others. The school's vision is to empower students to become responsible citizens, actively engaging in their community and making positive contributions at the local, state, national, and global levels. By instilling a sense of purpose and productivity, Homestead Senior High envisions students who are prepared to thrive and make a meaningful impact in the world.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Louis, Samuel	Principal	Mr. Louis oversees and leads all aspects of daily operations at Homestead Senior High School; responsibilities include overseeing all academic areas, school operations, maintenance, community and parental involvement, school budgeting, and state and district compliance.
	Assistant Principal	The vice principal, Mrs. Morrison-Young, oversees the mathematics department, which is a critical part of the School Improvement plan. Duties and responsibilities also include key components of school improvement and acceleration, such as Career and Technical Education, Dual Enrollment, graduation, and attendance.
Rosales, Ivan	Assistant Principal	The Assistant Principal, Mr. Rosales, oversees the English Language Arts/Reading Departments, which both are critical components of the overall School Improvement Plan per the data review. Other critical improvement components that Mr. Rosales oversees include ESOL, Visual and Performing Arts, and custodial staff.
Coakley, George	Dean	Mr. Coakley oversees the Leads Positive Behavioral Support (PBS) initiatives and reinforces/recognizes behaviors that are considered to be high priority for implementation within the student body. He also oversees attendance initiatives by identifying and targeting at-risk students.
Jackson, Regina	Other	Ms. Jackson is the Science Transformation Coach. She provides instructional leadership/coaching support to teachers and leads collaborative planning in her department to ensure uniformity of instruction across the curriculum. She also leads small group instruction for students who are identified by teachers to further support the
Thompson, Toni	Other	Ms.Thompson is the Literacy Transformation Coach for the Reading Department. She provides instructional leadership/coaching support to teachers and leads collaborative planning in her department to ensure uniformity of instruction across the curriculum. She also leads small group instruction for students who are identified by teachers to further support the Reading department.
Hamilton, Karina	Other	Ms. Hamilton is the Mathematics Transformation Coach. She provides instructional leadership/coaching support to teachers and leads collaborative planning in her department to ensure uniformity of instruction across the curriculum. She also leads small group instruction for students who are identified by teachers to further support the Mathematics Departments.
Howard, Nancy	Teacher, K-12	Ms. Howard is the Social Studies Department Chair her duties include leading the social studies department and providing support to all her teachers. She also establishes collaborative planning opportunities within her department across the different curriculums.

Name	Position Title	Job Duties and Responsibilities
Clark, Toni	Attendance/ Social Work	Ms. Clark is the Trust counselor at Homestead Senior High School. She is a certified Social Worker and provides individual and group counseling sessions to at-risk students, conducts home visits, serves as an integral part of the risk assessment team, and connects students to resources and outside agencies when necessary.
Filos, Veronica	Other	Ms. Filos is the School Assessments Coordinator she is tasked with the operation of all district and state assessments and facilitates training for school staff to attend to ensure the proper execution of testing protocols and maintain the integrity of all test materials.
Jordan, Ann	Assistant Principal	The Assistant Principal Mrs. Jordan leads the Science Department and ESE Department, she also oversees the PLST team and MINT Program providing support to all new teachers.
Bess, Justin	Assistant Principal	The Assistant Principal Mr. Bess leads the Social Studies Department, JROTC, as well as manages security staff which is an integral part of the School Improvement Plan.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholder involvement played a crucial role in the development of the School Improvement Plan (SIP) for Homestead Senior High School, ensuring a comprehensive and collaborative approach. The school actively engaged various stakeholders, including teachers, administrators, parents, students, and community members, to gather diverse perspectives and insights. Through surveys, focus groups, and town hall meetings, stakeholders were provided with opportunities to voice their opinions, concerns, and suggestions. Their input was carefully considered and incorporated into the SIP to reflect the collective vision for school improvement. By including stakeholders in the planning process, Homestead Senior High School fostered a sense of ownership and commitment to the SIP, promoting a shared responsibility for enhancing the school's educational environment and outcomes.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Homestead Senior High School recognizes the importance of regularly monitoring the School Improvement Plan (SIP) to ensure effective implementation and measure its impact on student achievement in meeting the state's academic standards, especially for our lower performing students. To achieve this, the school has established a comprehensive monitoring system that includes ongoing data

collection, regular progress monitoring, and feedback. Through periodic reviews and analysis of student performance data, both at the individual and group level, the school will track progress towards the set goals outlined in the SIP. Additionally, teachers and administrators will collaborate to evaluate the effectiveness of instructional strategies and interventions implemented as part of the plan. This continuous monitoring process will provide valuable insights into the areas that require further attention and allow for timely adjustments to optimize student learning and success at Homestead Senior High School.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	55	50	29	54	51	23		
ELA Learning Gains				49			30		
ELA Lowest 25th Percentile				51			29		
Math Achievement*	36	43	38	33	42	38	24		
Math Learning Gains				57			29		
Math Lowest 25th Percentile				62			33		
Science Achievement*	60	62	64	53	41	40	49		
Social Studies Achievement*	58	69	66	56	56	48	53		
Middle School Acceleration					56	44			
Graduation Rate	97	89	89	94	56	61	93		
College and Career Acceleration	90	70	65	70	67	67	78		
ELP Progress	59	49	45	47			38		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	97

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	601
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	94

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	56			
ELL	52			
AMI				
ASN				
BLK	60			
HSP	64			
MUL				
PAC				
WHT	63			
FRL	63			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	49			
AMI				
ASN				
BLK	53			
HSP	55			
MUL				
PAC				
WHT	60			
FRL	54			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			36			60	58		97	90	59
SWD	29			31			47	48		84	6	
ELL	19			32			45	43		81	7	59
AMI												
ASN												
BLK	32			31			55	51		89	7	64
HSP	40			40			63	60		91	7	58
MUL												
PAC												
WHT	44			50			69	88			4	
FRL	38			36			63	56		90	7	59

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	29	49	51	33	57	62	53	56		94	70	47
SWD	25	40	42	26	50	58	46	48		91	42	
ELL	11	44	47	25	56	57	36	50		93	72	47
AMI												
ASN												
BLK	25	47	51	29	57	65	49	48		97	73	45
HSP	30	51	50	34	57	60	55	60		92	70	47
MUL												
PAC												
WHT	50	39		50	54			83		93	50	
FRL	28	49	51	32	57	62	52	55		94	70	45

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	23	30	29	24	29	33	49	53		93	78	38
SWD	30	32	30	29	24	28	45	48		96	54	
ELL	13	33	31	24	38	39	43	39		89	82	38
AMI												
ASN												
BLK	18	27	27	17	24	35	40	42		95	72	35
HSP	25	32	32	29	33	30	56	60		91	83	39
MUL												
PAC												
WHT	43	11		33	25					100	83	
FRL	22	29	28	24	28	32	50	52		94	79	37

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide
assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or
all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	42%	54%	-12%	50%	-8%
09	2023 - Spring	27%	51%	-24%	48%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	31%	56%	-25%	50%	-19%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	52%	-10%	48%	-6%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	65%	-6%	63%	-4%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	66%	-9%	63%	-6%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The ELA data component revealed the lowest performance among students compared to the other tested areas. This is primarily because a majority of our students are reading below grade level. The data analysis indicated a concerning trend, with many students struggling to comprehend and engage with written texts at the expected proficiency. Recognizing the importance of strong reading skills as the foundation for academic success, it becomes evident that targeted interventions and focused support in literacy development will be crucial to improve student outcomes in the ELA.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

No data component showed a decline from the previous year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component showing the greatest gap when compared to the state average of 49 percentage points, is the ELA proficiency rate at Homestead Senior is 38 percentage points. Contributing factors include the adaptation of a new curriculum and state standards implemented across both 9th and 10th grade; in addition to historical trends of incoming 9th grade students who are performing below grade level in English Language Arts/ Reading.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component showing the most improvement was Biology with a 9 percentage point improvement. The improvement in biology performance data can be attributed to several contributing factors. Firstly, the retention of experienced and passionate teachers within the biology department played a crucial role. Their expertise and commitment to student success provided continuity and stability, allowing for effective instruction and support. Secondly, meaningful collaborative planning led by the Science Transformation Coach enhanced the quality of instruction. By sharing best practices, exchanging ideas, and aligning their teaching strategies, they created a cohesive and rigorous learning experience for students. Lastly, the positive school culture fostered a conducive environment for learning. Students felt supported, motivated, and valued, which translated into increased engagement and academic achievement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data from Part I, one significant area of concern at Homestead Senior High revolves around the substantial reading deficiencies observed among 681 students in 9th and 10th grade. This issue is of great importance as reading proficiency is a fundamental skill that affects students' academic success and future opportunities. The presence of such deficiencies suggests a need for immediate attention and intervention to ensure these students receive the necessary support to enhance their reading abilities.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Increasing proficiency in English Language Arts (ELA) up to 40 percentage points, is the highest priority. Literacy skills are fundamental to academic success across all subjects and contribute to long-term educational and career opportunities. The second priority would be improving student attendance by 2 percentage points. Regular attendance is essential for students to fully engage in their education and benefit from instructional opportunities. By addressing attendance issues, the school can ensure students have consistent access to learning and academic support. Lastly, increasing magnet applications by 15 percentage points would be ranked as the third priority. Expanding the magnet program's reach is valuable for attracting a diverse range of students and enhancing the overall educational experience.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 38 percent of 9th and 10th-grade students were proficient in ELA compared to a state average of 49 percentage points and district average of 52.5 percentage points. Based on this data and the identified contributing factor of students historically performing below grade level, we will implement the Targeted Element of Differentiated Instruction.

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

With the implementation of Flexible and Strategic Grouping, 50 percent of students in the lowest quartile in ELA will achieve a learning gain by June 2024.

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

The leadership team will conduct frequent walkthroughs to ensure that differentiated instruction is taking place with fidelity with a focus on flexible and strategic grouping.

Person responsible for monitoring outcome:

Ivan Rosales (irosales@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Both teacher-led and student-led groups will contribute to learning, but grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction. Student-led groups take many forms but share a common feature—that students control the group dynamics and have a voice in setting the agenda. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Although a 9 percentage point increase was seen in student proficiency from 2021-2022 to 2022-2023, Homestead Senior High was 11 percentage points below the state average and 14 percentage points below the district average. If flexible and strategic grouping is used to target not only bubble students but students in the lowest quartile as well, a growth pipeline will be created to continue to improve and sustain positive results.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

In order to effectively address the learning needs of our students, a strategic approach will be taken to form intervention groups based on FAST PM1 data. This data provides valuable insights into students' academic progress and areas requiring additional support. By carefully analyzing this data, we can identify students who may benefit from targeted interventions to enhance their learning outcomes. These intervention groups will be formed with a deliberate focus on aligning students' specific needs with appropriate instructional strategies and resources.

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

By When: The action steps will be implemented from August 17, 2023 to September 29, 2023, and will be ongoing throughout the school year.

Progress monitoring data will play a crucial role in guiding the regrouping of student intervention groups. By continuously assessing and analyzing students' progress, we can identify their evolving needs and adjust intervention strategies accordingly. This data-driven approach ensures that students receive targeted support that is responsive to their individual growth and challenges. Through ongoing progress monitoring, we can determine the effectiveness of interventions and make informed decisions about regrouping students as needed.

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

By When: The action steps will be implemented from August 17, 2023 to September 29, 2023, and will be ongoing throughout the school year.

Additional targeted, evidence-based interventions will be implemented to address the achievement gap further and prepare students for the PM3 assessment.

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

By When: The action steps will be implemented from August 17, 2023 to September 29, 2023, and will be ongoing throughout the school year.

A streamlined version of FAST data will be created using a data tracker to break down student data by teacher and period period. Each student's area of strength and weakness will be identified, as well as the percentage of students who have mastered standards and those who need interventions and additional instruction in each given standard.

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

By When: The action steps will be implemented from October 3rd, 2023 to November 30th, 2023, and will be ongoing throughout the school year.

To effectively address the learning needs of our students, teachers will participate in data chats with the instructional coach where they will be be provided with a streamlined version of their class data. Teachers will also have the opportunity to participate in departmental learning walks.

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

By When: The action steps will be implemented from October 3rd, 2023 to November 30th, 2023, and will be ongoing throughout the school year.

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 22-23 school climate survey, 74 percent of staff members felt satisfied with how their career was progressing at the school. As compared to 83 percent in the 21-22 school year indicating a decrease. Based on this data, we will implement the targeted element of teacher retention and recruitment.

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

According to the 23-24 school climate survey, 85 percent of staff will feel satisfied with how their career is progressing at the school.

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

The school leadership team will establish norms to increase the number of people who are involved in making important decisions through shared leadership.

Person responsible for monitoring outcome:

Samuel Louis (pr7151@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Shared Leadership is the practice of governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. In general, Shared Leadership entails the creation of leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members. Shared Leadership is widely seen as an alternative to more traditional forms of school governance in which the principal or administrative team exercises executive authority and makes most governance decisions without necessarily soliciting advice, feedback, or participation from others in the school or community. Examples may include maintaining a strong Parent Teacher Student Association (PTSA) or an engaged Educational Excellence School Advisory Council (EESAC).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to the 2022-2023 school climate survey, 74 percent of staff members are satisfied with their career advancement at the school. This is an 11percent decrease from the previous school year. Due to this decrease, we will focus on the implementation of shared leadership.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Through collaborative planning, teachers will have the opportunity to share best practices and model lessons.

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

By When: The action steps will be implemented from August 17, 2023 to September 29, 2023, and will be ongoing throughout the school year.

In an effort to enhance collaborative decision-making and cultivate a culture of shared leadership, department chairpersons will be extended invitations to actively participate in school leadership team meetings. Recognizing the valuable perspectives and expertise they bring to the table, the inclusion of department chairpersons aims to foster a holistic approach to school governance. By involving these key stakeholders, the meetings will serve as a platform for the exchange of ideas, addressing concerns, and providing valuable feedback. This collaborative endeavor promotes a sense of ownership and accountability among department chairs while creating an environment where collective wisdom drives the school's vision and success.

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

By When: The action steps will be implemented from August 17, 2023 to September 29, 2023, and will be ongoing throughout the school year.

To ensure that staff members receive targeted and meaningful professional development opportunities, a needs-based survey will be conducted. The survey will be designed to gather essential data regarding individual staff members' professional needs, interests, and areas for growth. The survey will be distributed to all staff members, and they will be encouraged to provide honest and comprehensive responses. The collected data will then be analyzed to identify common themes and areas of focus. Based on the survey results, a tailored professional development opportunity will be developed to address the identified needs on October 27, 2023.

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

By When: The action steps will be implemented from August 17, 2023 to September 29, 2023, and will be ongoing throughout the school year.

To ensure staff receive adequate support in providing high quality classroom instruction. Identified teachers will participate in learning walks where they will observe high quality instruction and student engagement in other classroom and given the opportunity to collaborate with teachers in other content areas who service the same population of students.

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

By When: The action steps will be implemented from October 3rd, 2023 to November 30th, 2023, and will be ongoing throughout the school year.

In efforts to maintain morale teachers will 100% attendance, and those who have been nominated by other school personnel, or students will be recognized at monthly faculty meetings.

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

By When: The action steps will be implemented from October 3rd, 2023 to November 30th, 2023, and will be ongoing throughout the school year.

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 EOC data, Geometry and Algebra scored an average of 39 percentage points, which was lower than the district average of 54 percentage points. Based on this data and the identified contributing factor of the implementation of a new curriculum, benchmarks, and assessment, we will implement the targeted element of data-driven instruction in math.

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

With the implementation of data-driven instruction, there will be a 5 percentage point increase in proficiency from 39 percentage points to 44 percentage points by June 2024.

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

The leadership team and coach will conduct weekly walkthroughs to ensure that benchmark aligned-instruction is taking place with fidelity through data-driven instruction.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Although there was a 3 percentage point increase in overall proficiency in Algebra and Geometry in the 2021-2022 and 2022-2023 school year, Homestead Senior High was still 15 percentage points below the district average. If data-driven instruction is implemented to guide benchmark-aligned instruction, there will be a growth in learning gains which will lead to improved proficiency results.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will utilize 2022-2023 data to guide lesson planning, provide data-driven instruction, and identify RTI groups.

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

By When: The action steps will be implemented from August 17, 2023 to September 29, 2023, and will be ongoing throughout the school year.

Teachers will use the most recent assessment data to develop lesson plans and provide data-driven instruction. The data will be used to adjust lessons and identify RTI groups.

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

By When: The action steps will be implemented from August 17, 2023 to September 29, 2023, and will be ongoing throughout the school year.

The Midyear Assessment data will identify students for ongoing interventions to prepare them for the Algebra 1 and Geometry EOC.

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

By When: The action steps will be implemented from August 17, 2023 to September 29, 2023, and will be ongoing throughout the school year.

Teachers will introduce strategies such as the 3 read strategy as a cross-curricular strategy to prepare students for the Algebra 1 EOC and the Geometry EOC.

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

By When: The action steps will be implemented from October 3rd, 2023 to November 30th, 2023, and will be ongoing throughout the school year.

Teachers will utilize interactive journals to facilitate metacognition and mastery of content..

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

By When: The action steps will be implemented from October 3rd, 2023 to November 30th, 2023, and will be ongoing throughout the school year.

Teachers will utilize interactive journals to facilitate metacognition and mastery of content..

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

By When: The action steps will be implemented from October 3rd, 2023 to November 30th, 2023, and will be ongoing throughout the school year.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan will be available via the Homestead Senior High School website at www.homesteadshs.com. The Community Involvement Specialist will be available to interpret documents for parents. Parent meetings, Parent orientations, Back to School meetings, and Open Houses will be conducted where parents will be provided information in their home language. The plan will also be shared and reviewed at EESAC meetings monthly. Parents and other stakeholders will learn of our efforts to improve teaching and learning strategies to promote a positive and productive learning

environment. The school staff will review the plan during faculty meetings, collaborate on its implementation, and monitor its progress.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The activities director and administrators are monitoring the Homestead Senior High School website www.homesteadshs.com, it is periodically updated to reflect up-to-date information. The Community Involvement specialist assists our parents and community members in education and social and mental health needs. The office is located in the registration office, with an open-door policy for parents and community members.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Students will be able to enroll in advanced placement, Honors, CTE, and Dual Enrollment courses; such courses provide opportunities for students to increase their grade point average and obtain industry certifications. Improve their weighted grade point average. Dual enrollment students will be dually enrolled in Miami Dade College and be offered the opportunity to receive college credit in the high school setting. The Advanced Placement courses provide more enrichment and college credit opportunities.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The Homestead Senior High School Student Services Team and Mental Health Coordinator works with students to ensure target their social emotional needs.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The Homestead Senior High School Student Services Team regularly advocates for students to engage in career and technical education courses, providing students with an opportunity to be well-rounded while also exploring future career options.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Homestead Senior High School implements a progressive discipline plan that is aligned to the Code of Student Conduct. Our Behavior Management Teacher works in conjunction with teachers to ensure that all students with identified problematic behaviors have a Social Emotional Behavior Intervention Plan. Positive Behavior Support is provided to encourage appropriate behavior.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The Homestead Senior High School PLST conducts a needs assessment and plans professional development for all stakeholders aligned to their individual needs.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No