

Homestead Middle School



2014-15 School Improvement Plan

Homestead Middle School

650 NW 2ND AVE, Homestead, FL 33030

<http://homesteadmiddle.dadeschools.net>

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

98%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	D	C

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Homestead Middle School serves to develop and nurture the whole student; intellectually, socially, and emotionally in a safe and positive learning environment. Faculty and staff provide challenging instruction to ensure that all students are provided with excellent educational opportunities that actively engages students in their own learning.

Provide the school's vision statement

Homestead Middle School fosters a culture of achievement and social awareness among its students, faculty, staff, and community members. Through high expectations, outstanding student centered instruction, rigorous curricula, and a positive learning environment, HMS GATORS will be equipped with a stronger foundation to become college and career ready.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The faculty and staff at Homestead Middle School is committed to providing every student with a quality education and an environment where students feel safe, respected and nurtured. Students are greeted every morning by City Year corps members and staff with a morning chant. Through our mentoring program, we highlight the potential of each student and teach them the importance of responsibility, manners, and qualities of a model student. The International Baccalaureate (IB) program at Homestead Middle School aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Throughout the school year, students at Homestead Middle School receive a variety of culturally based programs and activities that enhance their learning experiences and overall development. Teachers and students participate in many different activities throughout the year that include: Hispanic Heritage Month, Career Day, Literacy Initiatives, Science Fair, Black History Month, Drug Free (Red Ribbon Week), October Breast Cancer Awareness Month, IB Community Service Projects, Anti-bullying, Character Education and Core Values. Participation in these programs allow our students an opportunity to adapt to their social surroundings and conduct themselves appropriately in real-world situations.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Homestead Middle School understands that student safety is the number one priority at all times. We have implemented a school safety plan where we have strategically assigned school security monitors, teachers and administrators throughout the building before school, during and after-school dismissal. Students enter our building every morning and report to the cafeteria and/or school auditorium where they are monitored at all times by school personnel. We encourage our students to communicate any problems/issues they may be having with any faculty and/or staff member. City Year corps members and school guidance counselor are available to students throughout the day. School guidance counselor provides individual and group counseling to students in order to meet the developmental, preventive, and remedial needs of students.. At the beginning of the school year, students attended a mandatory grade level orientation where school rules, systems and expectations (academic and behavior) were discussed and students were introduced to the school leadership

team. During the school day, students are encouraged to exhibit model student behavior and are rewarded with GATOR dollars for displaying the GATOR standards of a model student. Students then redeem their GATOR dollars for weekly incentives and special events that are planned monthly.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Establishing effective discipline practices are critical to ensuring that academic success and a safe learning environment are maintained. The Miami-Dade County Public School Code of Student Conduct (COSC) has been designed, and will be implemented in order to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities. This is available to all students and parents via the school website. Our school wide discipline plan is aligned with the districts code of student conduct and ensures that students with behavior issues are addressed properly and fairly. A progressive behavior system is in place to ensure students are equally treated, appropriate consequences are given and expectations for all students are consistent. Teachers have received professional development on school-wide discipline and Positive Behavior Support (PBS).

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Homestead Middle School ensures that social-emotional needs of all students are met with the use of a grade level mentoring program, City Year support and school guidance counseling (student services). School Counselor provides all students growth in four areas of skill development: academic, personal/social, career/community awareness and health.

- Students are taught to understand the value of developing positive habits and attitudes which will enable him/her to accept academic challenges and benefit from school and the life-long learning process.
- Students are encouraged to identify personal strengths and challenges through self-assessment, accept personal attributes, and develop a desire to improve in chosen areas.
- Student are assisted in understanding the world of work and his/her responsibility to society and the community.
- Student are taught to understand the value of developing habits and behaviors that promote healthy lifestyles.

Our grade level mentoring program that is implemented through weekly Grade Level Team meetings consist of all faculty and staff members having students assigned to them. These students have been identified by the team based on academic performance, behavior and attendance concerns. Mentors are responsible for monitoring student progress and providing support to the assigned students weekly. City Year corps members meet with students daily during lunch to provide one-to-one mentoring support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students at Homestead Middle School are motivated to attend school regularly as school wide attendance competitions are held to inspire good attendance. Homestead Middle School reviews a number of Early Warning Indicators in order to develop a plan of action to provide the appropriate intervention. Student academic progress is monitored with the use of Thinkgate Management System, Progress Monitoring and Reporting Network (PMRN), District Principal Portal Reports,

Florida Comprehensive Assessment Test (FCAT) data, District Interim Data and Student Performance Indicators (SPI). To identify students who may need additional intervention, data from COGNOS, which includes students' school attendance history, Student Case Management System, teacher/parent referrals, and indoor and outdoor suspension reports will be utilized to summarize tiered data. Our school Social Worker meets with students who are showing signs of truancy.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	32	50	46	128
One or more suspensions	0	0	0	
Course failure in ELA or Math	25	20	86	131
Level 1 on statewide assessment	118	148	135	401

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	28	42	76	146

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

In order to implement intervention strategies to improve the academic performance of students identified by the early warning systems, data is collected and analyzed. The Leadership Team at Homestead Middle School continually works together on developing and maintaining a problem solving system that ensures positive student performance outcomes are possible through the use of effective student intervention and enrichment programs. Grade Level Team meetings take place weekly and teachers meet to discuss and identify students who are struggling academically, behaviorally and have been identified as truant. We utilize all available information to look for patterns and identify school climate issues that may contribute to possible cause related to poor attendance and/or low academic performance. Administration and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students who are failing academically. Our goal is to address all indicators to ensure the academic success of all students. Additional Reading and Mathematics interventions are offered to identified students by City Year as well as before and after-school tutoring. Positive Behavior (PBS) is rewarded in a variety of ways. Numerous initiatives are in place to reward positive behavior such as: Do the Right Thing, 5000 Role Models, Honor Roll Ceremonies, Field Trips, PBS GATOR rewards (GATOR Dollars) and PTA sponsored activities.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/197919>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Effective school-family-community partnerships are an integral part of Homestead Middle School. The PTSA has joined with the administrative team to network with the surrounding community and build partnerships that foster our school's mission/vision. Homestead Middle School takes pride in creating a welcoming and communicative environment for all parents and Community Business Leaders when they enter our school. We make every effort to communicate with parents and all stakeholders regularly through our school website and monthly calendar of events. We have created partnerships in the community that support the overall goal of our school that focuses on student achievement. Homestead Middle School will continue to involve the local community through several organized meetings to include but not limited to PTSA meetings and EESAC meetings to develop a partnership of support for our students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Anderson, Keith	Principal
Lopez, Catherine	Assistant Principal
Britton, Jonathan	Assistant Principal
Nelson, Valerie	Teacher, K-12
Revere, Reginald	Instructional Coach
Andre, Shirley	Guidance Counselor
Jackson, Regina	Instructional Coach
Bess, Justin	Teacher, K-12
Clements, Chevas	Teacher, K-12
Rivera, Xiomara	Instructional Coach
Montoya, Irahima	Teacher, ESE
Gonzales-Ferguson, Priscila	Instructional Coach
Hunte, Akilah	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Principal at Homestead Middle School, will provide a common vision for the use of data-based decision-making, ensure that the school based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

- Assistant Principals of Curriculum, will provide guidance on K-12 comprehensive reading, mathematics, and science plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
- Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
- The Exceptional Education Chairperson, will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co teaching.
- The Math Coach, will provide professional development as it relates to differentiated instruction and use of manipulatives in Mathematics.
- The Reading Coaches, will develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and instruction.
- The School Counselor, will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Homestead Middle School Leadership Team reviews discipline data monthly, uses data to inform the 4 step problem solving process and identifies problems, develops interventions and evaluates outcomes, reviews process outcome data through walk-throughs, and reviews data with the entire staff at quarterly.

Title I, Part A

Services are provided to Homestead Middle School to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday

Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development

needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and

evaluate school core content standards/ programs; identify and analyze existing literature on

scientifically

based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of

student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to

be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and

data analysis; participate in the design and delivery of professional development; and provide support for

assessment and implementation monitoring. Other components that are integrated into the school-wide

program include an extensive Parental Program; and special support services to special needs populations such as homeless, neglected and delinquent students.

Title I, Part C- Migrant

Homestead Middle School provides services and support to migrant students and parents.

Informational meetings on school policies/procedures, parental involvement, and curriculum (i.e, FSA/FCAT 2.0 Informational Meeting) are provided by the Principal, Assistant Principals and Instructional Coaches. Teachers provide Saturday tutoring services to migrant students at the camp.

The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. The liaison also provides supplemental academic intervention in the areas of Reading and Mathematics during the school day based on student needs.

Title I, Part D

At Homestead Middle School, the District receives funds to support the Educational Alternative Outreach

program. Services at Homestead Middle School are coordinated with district Drop-out Prevention programs.

Title II

At Homestead Middle School, the District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release

time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

At Homestead Middle School, Title III funds are used to supplement and enhance the programs for English

Language Learner (ELL) students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- hardware and software for the development

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Keith A. Anderson	Principal
Nancy Madrigal	Teacher
Lynn Scott	Teacher
Elsa Orama	Education Support Employee
Reginal Revere	Parent
Martavius Nesmith	Parent
Donald Richards	Teacher
Chevas Clements	Teacher
Kerreisha Gross	Student
Abigail Deorta	Student
Marcey Boynton	Teacher
Joshua Rosenthal	Teacher
Akilah Hunte	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Homestead Middle School reviews the School Improvement Plan periodically during the Educational Excellence Advisory Council (EESAC) meetings. During the first meeting, the EESAC committee reviewed the 2013-2014 data to determine the effectiveness of the strategies implemented and discussed areas of concern and areas of growth. It was determined by the EESAC committee that the strategies were appropriate and effective; however, Annual Measurable Objectives in both reading and mathematics were not met.

Development of this school improvement plan

The purpose of the Educational Excellence School Advisory Council (EESAC) is to foster an environment of professional collaboration among all education stakeholders to help create a learning environment that will empower students. The development of the School Improvement Plan involved all stakeholders present during the Educational Excellence Advisory Council (EESAC) meeting at the beginning of the 2014-2015 school year. Goals to be addressed included core academic areas, parental involvement, early warning systems and overall success of the school. The SAC committee will focus on monitoring student academic progress (using various data measures) to ensure that the SIP strategies are aligned to student's needs. Data will be reviewed throughout the year to monitor school-wide literacy initiatives, mathematics and science programs, also reviewing and evaluating the RtI processes at the school site.

Preparation of the school's annual budget and plan

The Principal shares information regarding the School's Budget with the School Advisory Council (SAC). The SAC reviews instructional strategies suggested to be implemented by each grade level. Members are always encouraged to make their own suggestions, share ideas and concerns in reference to curriculum changes and use of available funds. This year, the Educational Excellence Advisory Council budget was \$3,563.64. A proposal for the expenditure of the EESAC funds was presented during the October 3, 2014 meeting. The committee determined and approved that \$2,999.00 would be allocated towards student incentives.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The Educational Excellence Advisory Council (EESAC) funds were allocated as follows:

- 45% to student incentives
- 45% to parent/community based initiatives focus on improving student achievement
- 10% to student supplies

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Anderson, Keith	Principal
Britton, Jonathan	Assistant Principal
Lopez, Catherine	Assistant Principal
Grant, Brittni	Teacher, K-12
Jackson, Regina	Instructional Coach
Madrigal, Nancy	Teacher, K-12
Revere, Reginald	Instructional Coach
Rivera, Xiomara	Instructional Coach
Nelson, Valerie	Teacher, K-12
Bess, Justin	Teacher, K-12
Montoya, Irahima	Teacher, ESE
Gonzales-Ferguson, Priscila	Instructional Coach

Duties**Describe how the LLT promotes literacy within the school**

The Homestead Middle School Literacy Leadership Team (LLT) participates in the analysis of student data that drive instructional implications across the curriculum. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his support of teachers and coaches. The HMS LLT understands the literacy challenges of the populations of students whom we serve. The reading coaches are vital in the process of providing job embedded professional development at the school level. The HMS LLT will develop a plan to infuse literacy practices throughout the school employing the following:

- (1) The Word of the Week
- (2) Literacy Night
- (3) Literacy Week
- (4) School Wide Novels (Literacy Block)
- (5) Accelerated Reader

- (6) Book Club
- (7) Lesson Study/PLC's
- (8) Writing Across the Curriculum

The goal of the Homestead LLT is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. Homestead Middle School will develop and continue to improve a productive literacy program that employs different approaches to achieving success.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers at Homestead Middle School have the opportunity to work together during faculty meetings, school-wide professional development, department/team meetings and weekly common planning sessions. During common planning teachers provided with the opportunity to collaborate and work together to develop quality lesson plans that are aligned to the standards. Teachers engage in professional learning communities through a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of student achievement.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

In order to recruit, and to retain highly qualified, certified-in-field, effective teachers, the Principal along with identified members of the school leadership team, will continue to actively promote the school and its magnet education program, the IB-MYP, attend District-sponsored recruitment fairs, such as the TFA Hiring Fair, as well as continue to provide meaningful professional development opportunities focused on surrounding early career teachers with systems of support designed to give them exposure to best practices, effective planning/instructional delivery and researched-based active learning strategies.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each Beginning and Early Career (2-3 years) teacher will be paired with a certified MINT mentor, or Buddy teacher who will meet with them weekly to assist them in key areas of their instructional practice, such as effective planning and classroom environment/management. Only teachers who are Highly Qualified, and who have been trained and certified through the District's MINT Mentor program will be considered. From this pool, consideration will then be given to subject area certification, teacher effectiveness, and those whose knowledge of there is at the mastery level, when deciding on how mentees and mentors will be paired. MINT is aligned with the Florida Educators Accomplished Practices (FEAP) and provides sustained support.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

At the beginning of the school year, teachers are provided with several documents to ensure that instructional programs, materials and activities are aligned to the Florida Standards. These materials include the Item Specifications, Florida Standards Question Task Cards, and District/ETO Pacing Guide. Teachers participate in weekly common planning sessions where instructional coaches facilitate the process of unwrapping the standards. Through the process of unwrapping the standard, teachers are able to identify the knowledge and skills that will be required of students, and of teachers, to effectively learn and teach a particular skill. The process makes the learning objectives manageable for teachers and the learning goals clear for all students.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The Leadership Team at Homestead Middle School meets on a weekly basis to help guide school wide decisions with the goal of increasing overall student achievement. Data is analyzed to determine students in need of intervention and enrichment. During our weekly meetings, data is shared and analyzed to identify strengths and weaknesses in all grade levels by content area. Based on data results, we are able to make instructional decisions. District Interim Assessments, FAIR-FS, and Topic/Quarterly Assessment data is disaggregated and shared with teachers. During common planning, teachers utilize data to plan differentiated instruction lessons to meet the individual needs of their students and instruction is data driven. Differentiated instruction is part of the school-wide instructional framework for all core subject areas.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,500

After-school ELL tutoring that provides instruction in core academic subjects: Reading, Mathematics and Science utilizing research-based instructional materials. ELL tutoring will begin in October 2015 and will be offered twice a week (2 hours per week).

Strategy Rationale

Title III funds are awarded to the school to provide supplemental tutoring to ELL students. The program has been initiated to provide assistance in reading/writing, as well as, in the content areas, i.e., mathematics and science. Tutorials in the content areas are designed to provide, in a language other than English, selected basic skills and concepts which are generally offered in English.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lopez, Catherine, lopezc021@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

School site assessments will be administered periodically to monitor the progress and determine if the students are responding to the programs.

Strategy: Weekend Program

Minutes added to school year: 1,440

Homestead Middle School will implement a Saturday School program that will consist of eight Saturdays with three hours of explicit instruction. Instruction provided will be differentiated to meet the needs of individual students, Saturday Academy will begin in January 2015.

Strategy Rationale

The implementation of the program will help strengthen student foundational skills and increase their fluency levels in both Reading and Mathematics. Students in 8th Grade will also receive additional Science and Writing instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Britton, Jonathan, jbritton@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers and Instructional Coaches will provide students with ongoing progress monitoring assessments. The technology programs implemented will also provide an on-going progress monitoring report. These reports will provide specific information on the areas where students need additional support in order to achieve continued progress and determine instructional needs.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Homestead Middle School offers parent meetings to allow for dissemination of information, discuss requirements and student academic expectations. School Guidance Counselor and support staff visit local elementary schools to provide students with information and recruit students to our International Baccalaureate Program (IBMYP). The IBMYP program allows student to make the connection between the relevance of what they are learning and the global impact. Students in this program complete standards-based projects and community service projects throughout the three year program. Our 6th grade students take a mandatory Sixth Grade Foundations course that provides additional instruction in reading while incorporating character education and career planning. A school-wide High School Magnet Fair is held for all 8th grade students in November 2015 and students are guided through the application process. Homestead Middle School also promotes career exploration and technical education by working with students to complete career interest inventories (ConnectEDU) and match their interest to over 650 careers. School Guidance Counselor meets with students regularly to discuss grades and requirements needed to transition to high school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Homestead Middle School provides teachers with job-embedded professional development and instructional coaching support, then core instruction will improve in all content areas and ultimately increasing student achievement.

- G2.** If Homestead Middle School continuously analyzes the Early Warning System indicators and additional evaluation tools to identify students at risk and provide immediate intervention, then student attendance, student behavior and student academic performance will improve.

- G3.** If Homestead Middle School provides students opportunities to increase awareness and interest in science, technology, engineering and math by increasing experiential learning opportunities, then we will increase student knowledge of STEM by 10%.

- G4.** See Title I PIP

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Homestead Middle School provides teachers with job-embedded professional development and instructional coaching support, then core instruction will improve in all content areas and ultimately increasing student achievement. **1a**

 G036609

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	58.0
AMO Math - All Students	55.0
FCAT 2.0 Science Proficiency	35.0
AMO Math - ED	55.0
AMO Math - ELL	43.0
AMO Math - Hispanic	55.0
AMO Math - SWD	46.0
AMO Math - African American	55.0
AMO Math - White	67.0
AMO Reading - African American	56.0
AMO Reading - ED	57.0
AMO Reading - ELL	36.0
AMO Reading - Hispanic	57.0
AMO Reading - SWD	47.0
AMO Reading - White	78.0

Resources Available to Support the Goal **2**

- Instructional Coaches, ETO Curriculum Support Specialist, State School Improvement Specialist, City Year Corps Members, Promethean Boards, Built-in Common Planning, ETO Pacing Guides and Resources, including Item Specifications and Planning Cards.

Targeted Barriers to Achieving the Goal **3**

- Limited evidence of teachers understanding the Language Arts Florida Standards (LAFS), developing and reflecting rigorous lessons that lead to mastery of the learning targets and promote critical reading and writing.
- Limited evidence of effective lesson planning to meet the rigor and expectation of the Mathematics Florida Standards (MAFS).
- Limited evidence of the Gradual Release of Responsibility Model (GRRM) which impedes organization, structure, and lessons that are delivered in a manner that students can grasp and retain Science content.
- Limited evidence of planning lessons from end products which has led to limited evidence of high-order questioning to check for understanding, student discourse, and text-dependent writing during instruction. Without this rigor and text-dependent writing, students will lack the foundational skills addressed by the EOC and Florida Standards.

Plan to Monitor Progress Toward G1. 8

The Leadership Team will discuss and review current data as students participate in ongoing progress monitoring throughout the year with the use of informal classroom assessments, intervention data, district interim data, topic assessments and data collected from research based programs being utilized with fidelity.

Person Responsible

Keith Anderson

Schedule

On 5/29/2015

Evidence of Completion

Student Work Samples, OPM Data, iReady Diagnostic Data, Topic Assessment, Quarterly Assessments and District Interim Assessments Data

G2. If Homestead Middle School continuously analyzes the Early Warning System indicators and additional evaluation tools to identify students at risk and provide immediate intervention, then student attendance, student behavior and student academic performance will improve. 1a

G050695

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	95.0
One or More Suspensions	10.0
Students exhibiting two or more EWS indicators (Total)	10.0
2+ Course Failures - Middle Grades	5.0

Resources Available to Support the Goal 2

- Attendance data reports, suspension reports, City Year, GATOR Standards/GATOR Dollars, Counselors, Social Worker and incentives
- Attendance Reports, Suspension Reports, City Year Mentoring, GATOR Standards/GATOR Dollars, Counselors, Social Worker and incentives

Targeted Barriers to Achieving the Goal 3

- A number of our students lack effective transportation options, face family responsibilities, housing instability, are reading below grade level and/or are caught up in the juvenile justice system

Plan to Monitor Progress Toward G2. 8

The Leadership Team will monitor and review Early Warning Indicators and OPM data to ensure that interventions are effective and progress is evident.

Person Responsible

Keith Anderson

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

School PBS team meeting agendas/sign-in sheets, OPM intervention data (City Year) and trackers, Social Worker home visit logs and suspension reports

G3. If Homestead Middle School provides students opportunities to increase awareness and interest in science, technology, engineering and math by increasing experiential learning opportunities, then we will increase student knowledge of STEM by 10%. 1a

G050697

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	35.0

Resources Available to Support the Goal 2

- Project-based Learning, District/ETO Pacing Guides, District Resources, Essential Labs, Field Trips, Common Planning, Item Specifications (FCAT 2.0), GIZMO, Discovery Education and Agriscience course

Targeted Barriers to Achieving the Goal 3

- Limited evidence of students participating in problem based learning through STEM investigation, open ended inquiry and authentic real-world problems.

Plan to Monitor Progress Toward G3. 8

The Leadership team will monitor and review District Interim Assessment Data and Topic Assessments Data in order to closely monitor student progress in Mathematics and Science.

Person Responsible

Keith Anderson

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Lesson Plans

G4. See Title I PIP 1a

G050780

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Homestead Middle School provides teachers with job-embedded professional development and instructional coaching support, then core instruction will improve in all content areas and ultimately increasing student achievement. **1**

 G036609

G1.B1 Limited evidence of teachers understanding the Language Arts Florida Standards (LAFS), developing and reflecting rigorous lessons that lead to mastery of the learning targets and promote critical reading and writing. **2**

 B087650

G1.B1.S1 Through common planning, teachers will plan and reflect on lessons that utilize text dependent questions to promote writing at the sentence level and culminate with written end-products to promote writing at the paragraph level while demonstrating mastery of daily learning targets. Following the delivery of lessons, teachers will share and analyze end-products to determine whether learning targets and LAFS expectations are truly being mastered. **4**

 S098373

Strategy Rationale

This strategy will support our teachers in delivering their daily instruction and ensuring that the content they are teaching is aligned to the new Language Arts Florida Standards (LAFS).

Action Step 1 **5**

Instructional Coach will utilize available resources in common planning to ensure that rigorous lessons are created. Student work samples will be evaluated in order to assess the effectiveness of lessons and promote reflection on how well lessons incorporated writing at the sentence (WG) and paragraph level (and product) and aligned to the learning targets.

Person Responsible

Xiomara Rivera

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Coaching Log, Common Planning Agenda and Sign-In sheets

Action Step 2 5

Instructional Coach will provide support through coaching cycles on the implementation of rigorous lessons created during common planning.

Person Responsible

Xiomara Rivera

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Note-Taking/ Note Making documentation and weekly Coaching Log

Action Step 3 5

Monitor fidelity of implementation of the common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Person Responsible

Catherine Lopez

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Administrative Reflections and Walkthrough Documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The school Principal and Assistant Principals will conduct weekly walkthroughs to monitor the action steps and strategies being implemented with fidelity. Teachers will be provided with immediate feedback and support will be determined.

Person Responsible

Catherine Lopez

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

The evidence to support this monitoring of the fidelity of implementation will consist of administrative walkthrough logs as well as student work (end products).

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The leadership team will meet weekly to discuss classroom observations and coaching cycles in order to determine where instructional support is needed. Data Analysis and Teacher/Admin-Teacher/Student Data Chats will be scheduled after district assessments are administered.

Person Responsible

Keith Anderson


Schedule

Weekly, from 9/26/2014 to 5/29/2015


Evidence of Completion

Leadership Team Meeting Minutes, Coaching Cycle Logs, Lesson Plans and Student Work Folders and Data Chat documentation.

G1.B2 Limited evidence of effective lesson planning to meet the rigor and expectation of the Mathematics Florida Standards (MAFS). 2

 B124724

G1.B2.S1 Use the Mathematics Florida Standards when planning and delivering instruction. 4

 S136646

Strategy Rationale

This strategy will support our teachers in delivering their daily instruction and ensuring that the content they are teaching is aligned to the new Mathematics Florida Standards (MAFS).

Action Step 1 5

The math coach will develop a quarterly calendar that clearly identifies the content that will be developed weekly, by grade level, for common planning and provide it for each teacher.

Person Responsible

Reginald Revere

Schedule

Quarterly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Common Planning Focus Calendar Common Planning roster

Action Step 2 5

The math coach will support and develop the math teacher's content knowledge during coming planning using Illustrative Mathematics and Inquiry Labs with the focus on developing conceptual understanding, as well as provide time for teachers to collaboratively lesson plan based on newly acquired knowledge.

Person Responsible

Reginald Revere

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Delivery of daily data-driven, teacher-led workshops throughout the instructional block
Student workshop groups are developed using multiple data sources

Action Step 3 5

iPrep Math Action Step:

The math coach and the iPrep Math facilitator will support the iPrep by providing structures for effectively using multiple data sources (e.g., Carnegie Learning MATHia software, teacher created assessments, District assessments, teacher observations, etc.) to guide instruction and identify workshop groups. Moreover, City Year support staff will have clearly defined roles with the delivery of the student workshops.

Person Responsible

Reginald Revere

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Rigor under MAFS developed Template

Action Step 4 5

The coach will conduct coaching cycles with all teachers on rigor utilizing the template designed by the mathematics department.

Person Responsible

Reginald Revere

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Coaching Cycle documentation aligned to Rigor Template focus for each teacher

Action Step 5 5

The coach will conduct coaching cycles on instructional practices with identified teachers in need of support.

Person Responsible

Reginald Revere

Schedule

Weekly, from 10/29/2014 to 5/29/2015

Evidence of Completion

Coaching Cycle documentation Changes in effective use of identified instructional strategy supported

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration, Math coach, and ETO support will conduct walkthroughs utilizing the template to identify improvements in rigor and identify teachers in need of coaching cycles on instructional strategies.

Person Responsible

Jonathan Britton

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

PD/Common Planning Agendas, Sign-In Sheets, Power Point Presentations, Weekly Coaching Calendar/Logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The leadership team will meet weekly to discuss classroom observations, coaching cycles and engage in conversations that will discuss where progress is being made and identify classrooms/ teachers that need additional support with developing rigorous lessons that are aligned to new Mathematics Florida Standards.

Person Responsible

Jonathan Britton

Schedule

On 5/29/2015


Evidence of Completion

Walkthrough Observation Logs/Administrative Reflections, Coaching Logs and Student Assessment Data

G1.B3 Limited evidence of the Gradual Release of Responsibility Model (GRRM) which impedes organization, structure, and lessons that are delivered in a manner that students can grasp and retain Science content. 2

 B124726

G1.B3.S1 Implement the Gradual Release of Responsibility Model as an instructional framework, to support students in content, skills, and strategy acquisition. 4

 S136664

Strategy Rationale

This strategy supports the need for explicit instruction.

Action Step 1 5

Instructional Coach will conduct a professional development on Bell-to-Bell instructional routines that follow the model of Explicit Instruction/Gradual Release of Responsibility Model. Teachers and administration will have the opportunity to actively participate in the professional development session.

Person Responsible

Regina Jackson

Schedule

On 10/31/2014

Evidence of Completion

Professional development rosters, Professional development deliverables (PD presentation, handouts, materials)

Action Step 2 5

Coach will support effective common planning that includes the preview, rehearsal, and development of common lessons that also include the development of the expectations of exemplar student responses. Coach will facilitate individualized grade level common planning.

Person Responsible

Regina Jackson

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Common Planning rosters, Detailed lesson plans reflecting the GRRM and exemplar student responses.

Action Step 3 5

During common planning, teachers, while Coach facilitates, will discuss and create consistent opening routines and plan and execute consistent closure techniques (ie exit slips) to include in their lessons.

Person Responsible

Regina Jackson

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Common Planning rosters, Detailed lesson plans reflecting opening and closing techniques.

Action Step 4 5

Instructional Coach will plan support to be provided by completing a coaching work plan for teachers in need of instructional support. Assistant Principal will monitor implementation of the GRRM.

Person Responsible

Regina Jackson

Schedule

Weekly, from 10/3/2014 to 5/29/2015

Evidence of Completion

Coaching work plan, Coaching calendar, Coaching log

Action Step 5 5

Principal, Assistant Principal, and Instructional Coach will continue to monitor and support implementation of the GRRM in all classrooms.

Person Responsible

Keith Anderson

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Walkthrough documentation

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Principal, Assistant Principal, and Instructional Coach will conduct walkthroughs to follow up on implementation of the Gradual Release of Responsibility Model and will debrief to identify area of additional support.

Person Responsible

Jonathan Britton

Schedule

Weekly, from 10/7/2014 to 10/8/2014

Evidence of Completion

Walkthrough documentation, Detailed lesson plans reflecting the work conducted during common planning, Teacher's fidelity to instructional pacing

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The leadership team will meet weekly to discuss classroom observations, coaching cycles and engage in conversations that will discuss where progress is being made and identify classrooms/ teachers that need additional support with implementation of the Gradual Release of Responsibility Model (GRRM).

Person Responsible

Jonathan Britton


Schedule

Weekly, from 9/26/2014 to 5/29/2015


Evidence of Completion

Coaching Calendar/Logs, Administrative Reflections, Note-Taking/Note-Making Documents and Student Assessment Data

G1.B4 Limited evidence of planning lessons from end products which has led to limited evidence of high-order questioning to check for understanding, student discourse, and text-dependent writing during instruction. Without this rigor and text-dependent writing, students will lack the foundational skills addressed by the EOC and Florida Standards. **2**

 B124765

G1.B4.S1 Through common planning, teachers will plan lessons that culminate with written end-products that demonstrate mastery of daily learning targets. These lessons should share commonalities for each grade level. Within lessons, teachers will plan for checks-for-understanding and student-accountable talk throughout whole-group portion of lesson. Following the delivery of lessons, teachers will share and analyze these end-products to determine whether learning targets are truly being mastered. **4**

 S136744

Strategy Rationale

This strategy will support our teachers in delivering their daily instruction and ensuring that end-products are aligned to the daily learning targets.

Action Step 1 **5**

ETO Curriculum Support Specialist will facilitate a PD on how to plan for taking graphic organizers to create written end products in social studies. Additionally, instructional coach and CSS will demonstrate how to analyze a written student-work product, and determine whether it meets the specifications of the NGSSS or Florida Standards. Instructional Coach/Admin will ensure teachers bring item specifications to common planning.

Person Responsible

Xiomara Rivera

Schedule

On 10/31/2014

Evidence of Completion

CSS Log Materials from Presentation (Agenda, Sign-In Sheet, Student Work Sample)

Action Step 2 **5**

Student work samples will be evaluated during common planning as the item specifications from the NGSSS/Florida Standards that the student work addressed. Coach will facilitate discussion regarding whether current work produced is meeting item specifications of EOC/LAFS.

Person Responsible

Xiomara Rivera

Schedule

Weekly, from 10/3/2014 to 5/29/2015

Evidence of Completion

Coaching Log, Student Work Samples, Common Planning Agenda & Sign-In

Action Step 3 5

Instructional coach and social studies teachers will examine item specifications for upcoming content (for 6th and 8th grade, this should entail LAFS), and align lessons to address the item specifications. These lessons should be focused around taking a graphic organizer to create a written-end product that demonstrates mastery of the learning target.

Person Responsible

Xiomara Rivera

Schedule

Weekly, from 10/7/2014 to 5/29/2015

Evidence of Completion

Coaching Log Common Planning Agenda & Sign-In

Action Step 4 5

Instructional coach will provide teachers with support in creating and delivering lessons that are aligned to NGSSS Benchmarks, Florida Standards and item specifications.

Person Responsible

Xiomara Rivera

Schedule

Weekly, from 10/17/2014 to 5/29/2015

Evidence of Completion

Note-Taking Note Making Coaching Log

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration will conduct walkthroughs to determine teachers in need of additional support in creating and delivering lessons that are aligned to item specifications, and direct coach with next steps to support identified teachers.

Person Responsible

Catherine Lopez

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Administrative Reflections Walkthrough Documentation

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The leadership team will meet weekly to discuss classroom observations, coaching cycles and engage in conversations that will discuss where progress is being made and identify classrooms/ teachers that need additional support with developing written end products that demonstrate mastery of daily learning targets.

Person Responsible

Catherine Lopez

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Leadership Team Minutes, Agenda and Sign-In Sheets as well as student work products

G2. If Homestead Middle School continuously analyzes the Early Warning System indicators and additional evaluation tools to identify students at risk and provide immediate intervention, then student attendance, student behavior and student academic performance will improve. 1

G050695

G2.B1 A number of our students lack effective transportation options, face family responsibilities, housing instability, are reading below grade level and/or are caught up in the juvenile justice system 2

B127027

G2.B1.S1 Provide targeted interventions by City Year (academic, attendance and behavior) and mentoring services to students who are struggling with overcoming challenges that are negatively impacting their academic success. 4

S139072

Strategy Rationale

This strategy will support our students and increase student attendance, decrease suspensions and increase student academic achievement.

Action Step 1 5

City Year and PBS Coach will provide targeted interventions to identified "at risk" students by offering attendance coaching, behavioral support and monitor course performance (reading and math interventions).

Person Responsible

Justin Bess

Schedule

Daily, from 9/26/2014 to 5/29/2015

Evidence of Completion

School PBS team meeting agendas/sign-in sheets, OPM intervention data (City Year) and trackers, Social Worker home visit logs and suspension reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The team will meet monthly to determine the fidelity of the interventions provided and implementation.

Person Responsible

Keith Anderson

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

School PBS team meeting agendas/sign-in sheets, OPM intervention data (City Year) and trackers, Social Worker home visit logs and suspension reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Team will review all applicable data (OPM, suspensions and attendance) monthly.

Person Responsible

Keith Anderson

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

School PBS team meeting agendas/sign-in sheets, OPM intervention data (City Year) and trackers, Social Worker home visit logs and suspension reports

G3. If Homestead Middle School provides students opportunities to increase awareness and interest in science, technology, engineering and math by increasing experiential learning opportunities, then we will increase student knowledge of STEM by 10%. 1

G050697

G3.B1 Limited evidence of students participating in problem based learning through STEM investigation, open ended inquiry and authentic real-world problems. 2

B127321

G3.B1.S1 Provide students with opportunities to practice complex and rigorous performance tasks that foster creativity and higher order thinking through the integration of technology. 4

S139470

Strategy Rationale

Increase student interest in STEM field and future career options.

Action Step 1 5

Increase project-based learning, rigor, relevance and opportunities for STEM activities in Mathematics and Science classes.

Person Responsible

Jonathan Britton

Schedule

Monthly, from 9/26/0201 to 5/29/2015

Evidence of Completion

Lesson Plans, Common Planning, Essential Labs and Field Trips

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Plan hands-on STEM based activities that are incorporated in Mathematics and Science lesson plans.

Person Responsible

Jonathan Britton

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Common Planning agenda/sing-in sheets, Lesson Plans and Lab Reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Implement cross curriculum common planning sessions to ensure that all STEM activities are incorporated in the inquiry/project based lessons.

Person Responsible

Jonathan Britton

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Lesson Plans and Classroom Walkthroughs

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Instructional Coach will utilize available resources in common planning to ensure that rigorous lessons are created. Student work samples will be evaluated in order to assess the effectiveness of lessons and promote reflection on how well lessons incorporated writing at the sentence (WG) and paragraph level (and product) and aligned to the learning targets.	Rivera, Xiomara	9/26/2014	Coaching Log, Common Planning Agenda and Sign-In sheets	5/29/2015 weekly
G1.B2.S1.A1	The math coach will develop a quarterly calendar that clearly identifies the content that will be developed weekly, by grade level, for common planning and provide it for each teacher.	Revere, Reginald	9/26/2014	Common Planning Focus Calendar Common Planning roster	5/29/2015 quarterly
G1.B3.S1.A1	Instructional Coach will conduct a professional development on Bell-to-Bell instructional routines that follow the model of Explicit Instruction/Gradual Release of Responsibility Model. Teachers and administration will have the opportunity to actively participate in the professional development session.	Jackson, Regina	10/24/2014	Professional development rosters, Professional development deliverables (PD presentation, handouts, materials)	10/31/2014 one-time
G1.B4.S1.A1	ETO Curriculum Support Specialist will facilitate a PD on how to plan for taking graphic organizers to create written end products in social studies. Additionally, instructional coach and CSS will demonstrate how to analyze a written student-work product, and determine whether it meets the specifications of the NGSSS or Florida Standards. Instructional Coach/Admin will ensure teachers bring item specifications to common planning.	Rivera, Xiomara	10/31/2014	CSS Log Materials from Presentation (Agenda, Sign-In Sheet, Student Work Sample)	10/31/2014 one-time
G2.B1.S1.A1	City Year and PBS Coach will provide targeted interventions to identified "at	Bess, Justin	9/26/2014	School PBS team meeting agendas/ sign-in sheets, OPM intervention data	5/29/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	risk" students by offering attendance coaching, behavioral support and monitor course performance (reading and math interventions).			(City Year) and trackers, Social Worker home visit logs and suspension reports	
G3.B1.S1.A1	Increase project-based learning, rigor, relevance and opportunities for STEM activities in Mathematics and Science classes.	Britton, Jonathan	9/26/2014	Lesson Plans, Common Planning, Essential Labs and Field Trips	5/29/2015 monthly
G1.B1.S1.A2	Instructional Coach will provide support though coaching cycles on the implementation of rigorous lessons created during common planning.	Rivera, Xiomara	9/26/2014	Note-Taking/ Note Making documentation and weekly Coaching Log	5/29/2015 weekly
G1.B2.S1.A2	The math coach will support and develop the math teacher's content knowledge during coming planning using Illustrative Mathematics and Inquiry Labs with the focus on developing conceptual understanding, as well as provide time for teachers to collaboratively lesson plan based on newly acquired knowledge.	Revere, Reginald	9/26/2014	Delivery of daily data-driven, teacher-led workshops throughout the instructional block Student workshop groups are developed using multiple data sources	5/29/2015 weekly
G1.B3.S1.A2	Coach will support effective common planning that includes the preview, rehearsal, and development of common lessons that also include the development of the expectations of exemplar student responses. Coach will facilitate individualized grade level common planning.	Jackson, Regina	9/26/2014	Common Planning rosters, Detailed lesson plans reflecting the GRRM and exemplar student responses.	5/29/2015 weekly
G1.B4.S1.A2	Student work samples will be evaluated during common planning as the item specifications from the NGSSS/Florida Standards that the student work addressed. Coach will facilitate discussion regarding whether current work produced is meeting item specifications of EOC/LAFS.	Rivera, Xiomara	10/3/2014	Coaching Log, Student Work Samples, Common Planning Agenda & Sign-In	5/29/2015 weekly
G1.B1.S1.A3	Monitor fidelity of implementation of the common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.	Lopez, Catherine	9/26/2014	Administrative Reflections and Walkthrough Documentation	5/29/2015 weekly
G1.B2.S1.A3	iPrep Math Action Step: The math coach and the iPrep Math facilitator will support the iPrep by providing structures for effectively using multiple data sources (e.g., Carnegie Learning MATHia software, teacher created assessments, District assessments, teacher observations, etc.) to guide instruction and identify workshop groups. Moreover, City Year support staff will have clearly defined roles with the delivery of the student workshops.	Revere, Reginald	9/26/2014	Rigor under MAFS developed Template	5/29/2015 weekly
G1.B3.S1.A3	During common planning, teachers, while Coach facilitates, will discuss and create consistent opening routines and plan and execute consistent closure techniques (ie exit slips) to include in their lessons.	Jackson, Regina	9/26/2014	Common Planning rosters, Detailed lesson plans reflecting opening and closing techniques.	5/29/2015 weekly
G1.B4.S1.A3	Instructional coach and social studies teachers will examine item specifications for upcoming content (for	Rivera, Xiomara	10/7/2014	Coaching Log Common Planning Agenda & Sign-In	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	6th and 8th grade, this should entail LAFS), and align lessons to address the item specifications. These lessons should be focused around taking a graphic organizer to create a written-end product that demonstrates mastery of the learning target.				
G1.B2.S1.A4	The coach will conduct coaching cycles with all teachers on rigor utilizing the template designed by the mathematics department.	Revere, Reginald	9/26/2014	Coaching Cycle documentation aligned to Rigor Template focus for each teacher	5/29/2015 weekly
G1.B3.S1.A4	Instructional Coach will plan support to be provided by completing a coaching work plan for teachers in need of instructional support. Assistant Principal will monitor implementation of the GRRM.	Jackson, Regina	10/3/2014	Coaching work plan, Coaching calendar, Coaching log	5/29/2015 weekly
G1.B4.S1.A4	Instructional coach will provide teachers with support in creating and delivering lessons that are aligned to NGSSS Benchmarks, Florida Standards and item specifications.	Rivera, Xiomara	10/17/2014	Note-Taking Note Making Coaching Log	5/29/2015 weekly
G1.B2.S1.A5	The coach will conduct coaching cycles on instructional practices with identified teachers in need of support.	Revere, Reginald	10/29/2014	Coaching Cycle documentation Changes in effective use of identified instructional strategy supported	5/29/2015 weekly
G1.B3.S1.A5	Principal, Assistant Principal, and Instructional Coach will continue to monitor and support implementation of the GRRM in all classrooms.	Anderson, Keith	9/26/2014	Walkthrough documentation	5/29/2015 weekly
G1.MA1	The Leadership Team will discuss and review current data as students participate in ongoing progress monitoring throughout the year with the use of informal classroom assessments, intervention data, district interim data, topic assessments and data collected from research based programs being utilized with fidelity.	Anderson, Keith	9/26/2014	Student Work Samples, OPM Data, iReady Diagnostic Data, Topic Assessment, Quarterly Assessments and District Interim Assessments Data	5/29/2015 one-time
G1.B1.S1.MA1	The leadership team will meet weekly to discuss classroom observations and coaching cycles in order to determine where instructional support is needed. Data Analysis and Teacher/Admin-Teacher/Student Data Chats will be scheduled after district assessments are administered.	Anderson, Keith	9/26/2014	Leadership Team Meeting Minutes, Coaching Cycle Logs, Lesson Plans and Student Work Folders and Data Chat documentation.	5/29/2015 weekly
G1.B1.S1.MA1	The school Principal and Assistant Principals will conduct weekly walkthroughs to monitor the action steps and strategies being implemented with fidelity. Teachers will be provided with immediate feedback and support will be determined.	Lopez, Catherine	9/26/2014	The evidence to support this monitoring of the fidelity of implementation will consist of administrative walkthrough logs as well as student work (end products).	5/29/2015 weekly
G1.B2.S1.MA1	The leadership team will meet weekly to discuss classroom observations, coaching cycles and engage in conversations that will discuss where progress is being made and identify classrooms/teachers that need additional support with developing rigorous lessons that are aligned to new Mathematics Florida Standards.	Britton, Jonathan	9/26/2014	Walkthrough Observation Logs/ Administrative Reflections, Coaching Logs and Student Assessment Data	5/29/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Administration, Math coach, and ETO support will conduct walkthroughs utilizing the template to identify improvements in rigor and identify teachers in need of coaching cycles on instructional strategies.	Britton, Jonathan	9/26/2014	PD/Common Planning Agendas, Sign-In Sheets, Power Point Presentations, Weekly Coaching Calendar/Logs	5/29/2015 weekly
G1.B3.S1.MA1	The leadership team will meet weekly to discuss classroom observations, coaching cycles and engage in conversations that will discuss where progress is being made and identify classrooms/teachers that need additional support with implementation of the Gradual Release of Responsibility Model (GRRM).	Britton, Jonathan	9/26/2014	Coaching Calendar/Logs, Administrative Reflections, Note-Taking/Note-Making Documents and Student Assessment Data	5/29/2015 weekly
G1.B3.S1.MA1	Principal, Assistant Principal, and Instructional Coach will conduct walkthroughs to follow up on implementation of the Gradual Release of Responsibility Model and will debrief to identify area of additional support.	Britton, Jonathan	10/7/2014	Walkthrough documentation, Detailed lesson plans reflecting the work conducted during common planning, Teacher's fidelity to instructional pacing	10/8/2014 weekly
G1.B4.S1.MA1	The leadership team will meet weekly to discuss classroom observations, coaching cycles and engage in conversations that will discuss where progress is being made and identify classrooms/teachers that need additional support with developing written end products that demonstrate mastery of daily learning targets.	Lopez, Catherine	9/26/2014	Leadership Team Minutes, Agenda and Sign-In Sheets as well as student work products	5/29/2015 weekly
G1.B4.S1.MA1	Administration will conduct walkthroughs to determine teachers in need of additional support in creating and delivering lessons that are aligned to item specifications, and direct coach with next steps to support identified teachers.	Lopez, Catherine	9/26/2014	Administrative Reflections Walkthrough Documentation	5/29/2015 weekly
G2.MA1	The Leadership Team will monitor and review Early Warning Indicators and OPM data to ensure that interventions are effective and progress is evident.	Anderson, Keith	9/26/2014	School PBS team meeting agendas/ sign-in sheets, OPM intervention data (City Year) and trackers, Social Worker home visit logs and suspension reports	5/29/2015 monthly
G2.B1.S1.MA1	Team will review all applicable data (OPM, suspensions and attendance) monthly.	Anderson, Keith	9/26/2014	School PBS team meeting agendas/ sign-in sheets, OPM intervention data (City Year) and trackers, Social Worker home visit logs and suspension reports	5/29/2015 monthly
G2.B1.S1.MA1	The team will meet monthly to determine the fidelity of the interventions provided and implementation.	Anderson, Keith	9/26/2014	School PBS team meeting agendas/ sign-in sheets, OPM intervention data (City Year) and trackers, Social Worker home visit logs and suspension reports	5/29/2015 monthly
G3.MA1	The Leadership team will monitor and review District Interim Assessment Data and Topic Assessments Data in order to closely monitor student progress in Mathematics and Science.	Anderson, Keith	9/26/2014	Lesson Plans	5/29/2015 monthly
G3.B1.S1.MA1	Implement cross curriculum common planning sessions to ensure that all STEM activities are incorporated in the inquiry/project based lessons.	Britton, Jonathan	9/26/2014	Lesson Plans and Classroom Walkthroughs	5/29/2015 monthly
G3.B1.S1.MA1	Plan hands-on STEM based activities that are incorporated in Mathematics and Science lesson plans.	Britton, Jonathan	9/26/2014	Common Planning agenda/sign-in sheets, Lesson Plans and Lab Reports	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Homestead Middle School provides teachers with job-embedded professional development and instructional coaching support, then core instruction will improve in all content areas and ultimately increasing student achievement.

G1.B3 Limited evidence of the Gradual Release of Responsibility Model (GRRM) which impedes organization, structure, and lessons that are delivered in a manner that students can grasp and retain Science content.

G1.B3.S1 Implement the Gradual Release of Responsibility Model as an instructional framework, to support students in content, skills, and strategy acquisition.

PD Opportunity 1

Instructional Coach will conduct a professional development on Bell-to-Bell instructional routines that follow the model of Explicit Instruction/Gradual Release of Responsibility Model. Teachers and administration will have the opportunity to actively participate in the professional development session.

Facilitator

Jackson, Regina

Participants

All Science Teachers (6-8 Grade)

Schedule

On 10/31/2014

G1.B4 Limited evidence of planning lessons from end products which has led to limited evidence of high-order questioning to check for understanding, student discourse, and text-dependent writing during instruction. Without this rigor and text-dependent writing, students will lack the foundational skills addressed by the EOC and Florida Standards.

G1.B4.S1 Through common planning, teachers will plan lessons that culminate with written end-products that demonstrate mastery of daily learning targets. These lessons should share commonalities for each grade level. Within lessons, teachers will plan for checks-for-understanding and student-accountable talk throughout whole-group portion of lesson. Following the delivery of lessons, teachers will share and analyze these end-products to determine whether learning targets are truly being mastered.

PD Opportunity 1

ETO Curriculum Support Specialist will facilitate a PD on how to plan for taking graphic organizers to create written end products in social studies. Additionally, instructional coach and CSS will demonstrate how to analyze a written student-work product, and determine whether it meets the specifications of the NGSSS or Florida Standards. Instructional Coach/Admin will ensure teachers bring item specifications to common planning.

Facilitator

Philip Penberthy

Participants

Social Studies Teachers (6-8 Grade)

Schedule

On 10/31/2014

Budget Rollup

Summary

Description	Total
Goal 1: If Homestead Middle School provides teachers with job-embedded professional development and instructional coaching support, then core instruction will improve in all content areas and ultimately increasing student achievement.	200
Goal 2: If Homestead Middle School continuously analyzes the Early Warning System indicators and additional evaluation tools to identify students at risk and provide immediate intervention, then student attendance, student behavior and student academic performance will improve.	500
Grand Total	700

Goal 1: If Homestead Middle School provides teachers with job-embedded professional development and instructional coaching support, then core instruction will improve in all content areas and ultimately increasing student achievement.

Description	Source	Total
B1.S1.A1 - 5	Title I Part A	0
B4.S1.A1	Title I Part A	200
Total Goal 1		200

Goal 2: If Homestead Middle School continuously analyzes the Early Warning System indicators and additional evaluation tools to identify students at risk and provide immediate intervention, then student attendance, student behavior and student academic performance will improve.

Description	Source	Total
B1.S1.A1	Title I Part A	500
Total Goal 2		500