Homestead Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Homestead Middle School

650 NW 2ND AVE, Homestead, FL 33030

http://homesteadmiddle.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.

The mission of Homestead Middle School is to provide a rigorous and engaging curriculum in a safe, nurturing, collaborative environment, where a knowledgeable faculty welcomes students and addresses their diverse needs.

Provide the school's vision statement.

Our school community is committed to empowering our students with the intellectual, social, and emotional skills to succeed in a global, digital society as we challenge them to rise to their potential.

School Leadership Team, 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
Britton, Jonathan	Principal	Maintains school site operations. Those tasks include: enforcing school policies and rules, maintaining a safe learning environment, coordinating activities, communicating with and managing faculty and staff, assessing instructional practices, and monitoring student academic achievement. Also, promotes a positive school culture by encouraging staff, parental, and community engagement.
Lopez, Catherine	Assistant Principal	An instructional leader overseeing curriculum that also assists the principal in planning, coordinating, and directing cultural and academic programs. Promotes student behavior that is supportive, and conducive, to the implementation of the school's instructional programs and goals. In addition, manages student activities, and services and helps enforce guidelines for the learning community.
Morrison, Lamond	Assistant Principal	Serves as an educational leader and assists the principal in planning, coordinating, and directing cultural and academic programs. Manages student discipline, technology support and ensures the code of conduct for the learning community is implemented with fidelity through the development of innovative strategies, preventative approaches, and proactive plans for students who exhibit at-risk behaviors.
Davis, Claudia	Instructional Media	Serves as the school-based International Baccalaureate (IB) coordinator providing school, community, and system leadership. Works directly with the District IB Office, content area offices, and school administration to support the instructional goals of an IB World School. Additionally, she serves as the school's media specialist.
Augustin, Francelene	Instructional Coach	Serves as an instructional coach for literacy. Works with literacy teachers to support best practices in instructional planning, instructional delivery, engagement, the learning environment, and assessment. Provides support in data analysis and how to best use data to drive instruction/close learning gaps. Additionally, analyses school-wide trends in instruction for the literacy department and makes recommendations about potential next steps to address areas of need within the department.
Galindo, Perla	Math Coach	Serves as an instructional coach for mathematics. Works with mathematics teachers to support best practices in instructional planning, instructional delivery, engagement, the learning environment, and assessment. Provides support in data analysis and how to best use data to drive instruction/close learning gaps. Additionally, analyses school-wide trends in instruction for the mathematics department and makes recommendations about potential next steps to address areas of need within the department.
Lacount, Yolanda	Reading Coach	Serves as an instructional coach for literacy. Works with literacy teachers to support best practices in instructional planning, instructional delivery,

Name	Position Title	Job Duties and Responsibilities
		engagement, the learning environment, and assessment. Provides support in data analysis and how to best use data to drive instruction/close learning gaps. Additionally, analyses school-wide trends in instruction for the literacy department and makes recommendations about potential next steps to address areas of need within the department.
Cronkrite, Sonya	Instructional Technology	The Verizon Innovative Learning Schools (VILS) instructional coach is a full-time position with the primary responsibility for implementation of the VILS program at the school level. The VILS coach provides teachers with pedagogical support to effectively leverage technology in the classroom.
Rojas, Steven	Behavior Specialist	Responsible for supporting and implementing school-wide Positive Behavioral Support (PBS) initiatives and training which include: providing support in the implementation of activities, Restorative Justice Practices (RJP), Social Emotional Learning (SEL), and analysis of EWI data. Ensures that student needs are taken into account when planning the training and other responsibilities as needed.

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 in the school's decision-making process and SIP development is a priority at Homestead Middle School. Stakeholders are provided opportunities throughout the school year to provide input and feedback focused on improving student outcomes. Monthly EESAC meetings allow stakeholders to come together and have authentic discussions regarding decisions that impact instructional programs and the delivery of the programs. It is an opportunity to discuss data trends, progress, student needs, parental engagement, and community partnerships while closely monitoring the implementation of all programs to ensure student achievement. Additionally, through weekly collaborative planning, department meetings, team meetings, faculty meetings, and parent meetings, stakeholders are provided opportunities to reflect on the implementation of action steps and areas of focus identified on the SIP. The input and feedback provided are gathered and discussed with the school leadership team and SIP development team to identify instructional strategies that will have the most impact on student outcomes, closing achievement gaps, and overall school culture.

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))

The SIP is regularly monitored to ensure effective implementation, evaluate the impact on student achievement, and ensure continuous improvement. The administrative team monitors the implementation and impact of the SIP through daily instructional walkthroughs, regularly analyzing data

and identifying coaching support aligned to the SIP areas of focus. The SIP is discussed weekly through leadership team meetings and progress monitoring, data is analyzed regularly to monitor the impact being made. The SIP development team with feedback and input from all stakeholders works closely together to revise the SIP as necessary. Utilizing F.A.S.T progress monitoring data and other district assessment data, the team is able to make adjustments to the SIP and determine additional interventions and research-based strategies that will have the most impact on student achievement and the overall success of the school.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	ATSI
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	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	39	78	63	180
One or more suspensions	0	0	0	0	0	0	20	43	33	96
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	10	20	12	42
Course failure in Math	0	0	0	0	0	0	23	25	10	58
Level 1 on statewide ELA assessment	0	0	0	0	0	0	61	116	97	274
Level 1 on statewide Math assessment	0	0	0	0	0	0	67	99	86	252
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	2	0	2

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	67	119	101	287

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	2	0	2
Students retained two or more times	0	0	0	0	0	0	11	20	11	42

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	79	113	146	338
One or more suspensions	0	0	0	0	0	0	38	84	134	256
Course failure in ELA	0	0	0	0	0	0	34	24	47	105
Course failure in Math	0	0	0	0	0	0	36	25	17	78
Level 1 on statewide ELA assessment	0	0	0	0	0	0	89	128	183	400
Level 1 on statewide Math assessment	0	0	0	0	0	0	82	151	158	391
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	115	124	168	407

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	112	164	213	489

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	3	2	12	17
Students retained two or more times	0	0	0	0	0	0	21	43	11	75

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	79	113	146	338
One or more suspensions	0	0	0	0	0	0	38	84	134	256
Course failure in ELA	0	0	0	0	0	0	34	24	47	105
Course failure in Math	0	0	0	0	0	0	36	25	17	78
Level 1 on statewide ELA assessment	0	0	0	0	0	0	89	128	183	400
Level 1 on statewide Math assessment	0	0	0	0	0	0	82	151	158	391
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	115	124	168	407

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	112	164	213	489

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	3	2	12	17
Students retained two or more times	0	0	0	0	0	0	21	43	11	75

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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	29	56	50	29	58	54
ELA Learning Gains	46	56	48	39	58	54
ELA Lowest 25th Percentile	42	48	38	37	52	47
Math Achievement*	28	55	54	37	58	58
Math Learning Gains	53	64	58	48	56	57
Math Lowest 25th Percentile	63	63	55	45	54	51
Science Achievement*	33	51	49	29	52	51
Social Studies Achievement*	61	73	71	56	74	72
Middle School Acceleration	94			80		
Graduation Rate						
College and Career Acceleration						
ELP Progress	34			46		

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.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	44			
ELL	40	Yes	2	
AMI				
ASN				
BLK	47			
HSP	51			
MUL				
PAC				
WHT	30	Yes	2	1
FRL	49			

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)

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	46	42	28	53	63	33	61	94			34
SWD	32	51	39	32	54	57	35	48				
ELL	21	48	43	30	56	61	18	53				34
AMI												
ASN												
BLK	25	40	39	21	49	66	30	58	92			
HSP	32	52	43	35	57	59	35	64	95			33
MUL												
PAC												
WHT				30								
FRL	29	46	42	29	53	63	33	63	94			36

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	25	29	22	24	30	39	27	32	67			30
SWD	32	25	27	31	27	22	29	46				12
ELL	22	30	21	24	34	48	15	34				30
AMI												
ASN												
BLK	23	28	25	21	29	34	29	32	63			28
HSP	27	30	19	27	32	46	27	31	70			30
MUL												
PAC												
WHT					20							
FRL	25	29	21	24	30	39	27	32	67			31

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	29	39	37	37	48	45	29	56	80			46
SWD	38	48	52	38	50	47	27	52				9
ELL	22	36	30	36	48	46	18	54				46
AMI												
ASN												
BLK	28	41	42	31	41	42	22	52	67			
HSP	31	38	32	42	54	48	32	60	87			39
MUL												
PAC												
WHT	25	43		41	43		45					
FRL	29	39	36	37	48	45	29	56	80			46

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
07	2023 - Spring	22%	50%	-28%	47%	-25%
08	2023 - Spring	24%	51%	-27%	47%	-23%
06	2023 - Spring	23%	50%	-27%	47%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	19%	58%	-39%	54%	-35%
07	2023 - Spring	25%	48%	-23%	48%	-23%
08	2023 - Spring	23%	59%	-36%	55%	-32%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	20%	40%	-20%	44%	-24%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	56%	28%	50%	34%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	65%	26%	63%	28%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	68%	-11%	66%	-9%

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 data component that showed the lowest performance was ELA proficiency. The largest contribution to low performance was lack of staff. Only one ELA teacher was employed for the entire year, start to finish. There was also an issue with teacher absenteeism in the Reading department. Despite the low performance, the data does indicate growth over the last three years and a school-record high in that particular component.

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

There were no declines from the prior year. Civics and Acceleration remained the same at 61 and 94%, respectively. These data points are school-record highs in their respective component areas.

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.

Both ELA and Math were 16 points off the State averages for middle grades. Both of these content areas had significant staffing shortfalls. Both of these areas have also shown growth over the prior year and over the last 3 years.

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

Achievement in Mathematics showed the greatest improvement, moving up 6 percentage points over the prior year. The school implemented a strict intervention plan for the coach and intervention-focused classroom frameworks in the latter half of the year.

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

The areas of greatest concern are non-proficient students in ELA (71%) and students at level 1 in ELA achievement (45%).

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

The highest priorities for Homestead Middle School during the 2023-24 school year are:
1) Reducing the percentage of ELA Level 1 students
2) Increasing the percentage of proficient ELA student
3) Decreasing the percentage of students with less than 90% attendance

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 Student Engagement

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 2023 Civics EOC data, 61% of students are proficient in Civics. This data point reflects no growth over the 61% proficiency achieved in 2022. According to 2023 FAST PM3 data, students at Homestead Middle School achieved year-over-year growth in math of 6 percentage points in math and 2 points in ELA. During the 2022-2023 school year in Math and ELA, we focused on promoting student engagement through blending learning and technology. The data shows that targeting student engagement in Math and ELA with a focus on blended learning and technology during the 2022-2023 school year improved proficiency. As such, utilizing Technology Integration to increase student engagement in civics during the 2023-2024 school year to improve student outcomes and increase proficiency levels.

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

With the implementation of Technology Integration to increase student engagement, student proficiency on the 2023-2024 Civics EOC will increase by 3 percentage points year-over-year, from 61% on the 2023 Civics EOC to 64% on the 2024 Civics EOC.

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

The Leadership Team, Mr. Britton, Ms. Lopez and Mr. Morrison, will conduct regular walkthroughs to ensure that student engagement is evident in Civics classrooms. Furthermore, the Leadership Team will review and monitor lesson plans, and survey both faculty and students on the status and implementation of the technology integration initiative. The Leadership Team will conduct weekly meetings with the Technology Coach and support will be provided for technology integration strategies. Through Leadership Team meetings, data will be analyzed to ensure students are demonstrating growth on the remediated standards and technology is used to support the instructional needs of students and programs. Students who are not demonstrating growth will be targeted for extended learning opportunities.

Person responsible for monitoring outcome:

Sonya Cronkrite (330867@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.)

Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of: Technology Integration. Technology Integration will assist in accelerating proficient students and closing the achievement gaps as it is a systematic approach to increase engagement and participation. Additionally, technology Integration will allow students to apply computer and technology skills to learning and problem-solving. Students will own their learning process through online supplementary activities and personalized research on relevant topics related to the Civics Standards.

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

Technology integration will ensure that teachers and students are maximizing the use of technology resources, effectively using one-to-one devices, and incorporating supplementary websites and programs that are aligned to data in order to plan lessons that are customized to student needs. As new data becomes available, teachers will continually adjust the use of technology to further target state standards and support students' academic growth.

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 participate in VILS Professional Development "Technology Transformation," focused on implementing strategies that will advance technology integration. Transformational coaches will provide follow-up in-class support in Civics focused on increasing technology engagement opportunities. As a result, teachers will be able to implement strategies that advance technology integration to improve classroom instruction and increase student engagement opportunities.

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

By When: 8/22/23-10/14/23

All teachers (including Civics Teachers) will complete the VILS "Transformative Technology" follow-up activities after participating in professional development. Transformation coaches will provide Civics teachers with additional support in aligning transformative technology strategies to the instructional framework that supports all areas of effective instruction. As a result, teachers will be able to design a lesson plan that promotes the active independent use of technology in Civics.

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

By When: 8/22/23-10/14/23

Civics teachers will participate in classroom walkthroughs using the Technology Integration Matrix (TIM). The TIM provides a framework for describing and targeting the use of technology to enhance learning. The VILS Coach will identify teachers in need of additional coaching support. As a result, students will have more opportunities to interact with technology and work collaboratively with their peers, thus increasing student engagement.

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

By When: 9/1/23-10/14/23

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

In the 2022 Florida Standards Assessment (FSA) for English Language Arts (ELA), only 21% of English Language Learners achieved proficiency, a decrease from 22% in the previous year. In Math, 2022 Math FSA results indicate that 30% of ELLs achieved proficiency, showing a slight improvement from the 24% proficiency rate in 2021. On the Science Statewide Assessment, the data reveals that 18% of ELLs were proficient in 2022, compared to 15% in 2021. In addition to the ELL students, White students will also need support as their proficiency rate on the 2022 FSA Math was 36%, it is crucial to provide strategies to improve their performance as well. Considering the modest increase within the ELL subgroup, the overall proficiency rate remains significantly low. The overall data shows a need for a continuance of Interventions based on data specifically through support and coaching for effective instructional delivery.

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

With the implementation of targeted interventions based on data using instructional strategies provided by the instructional coaching staff, an additional 10% of English Language Learners will score at grade level or above in the area of ELA and an additional 15% in the areas of Mathematics and Science by the 2023-2024 state assessment. Also, an additional 11% of White students will score at grade level or above on the 2024 FAST PM3.

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

The Leadership Team, M. Britton, Ms. Lopez and Mr. Morrison, will begin by analyzing the Spring 2023 PM3 data for our ELL and White subgroups and comparing it to the Fall 2023 FAST PM1 data to determine any possible loss of learning during the summer. The team will then consider the FAST monitoring assessment PM2 as well as iReady AP1 and AP2. Data reports from iReady AP1 and AP2 will be used to correlate passing rates to increased proficiency and learning gains. Teachers will conduct data chats with the students in the ELL and White subgroups to empower their academic performance and will thoroughly plan instructional delivery of content to address the specific areas of deficiency as identified through regular data monitoring from the assessments.

Person responsible for monitoring outcome:

Catherine Lopez (lopezc021@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.)

Instructional Support/Coaching allows teachers the opportunity to work together to set a measurable goal to improve instructional outcomes. Coaching cycles focus on an area of growth aligned to the framework of effective instruction. Through teacher development and support, student engagement will increase resulting in increased student outcomes. Instructional coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instructional planning and interventions needed to address student needs. In addition, instructional coaches will provide professional development for teachers to help them incorporate strategies to help ELL students and White Students perform.

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

Through continuous instructional support and providing targeted coaching support, will be able to receive guidance for critical areas needed to achieve student proficiency and learning gains. Teachers will be provided with the tools to understand data analysis and application to instruction and will gain knowledge about the many different methods for instructional delivery that could be used to address specific academic needs. Teachers will follow up by closely monitoring their data and choosing the instructional strategies that best suit their students.

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.

Instructional coaches and administrators will conduct walkthroughs focused on lesson delivery, engagement, and instructional practices specifically related to ELL and White students. As a result, we will identify areas of improvement that coaches can discuss during pre-conference meetings with teachers.

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

By When: 8/25/23 to 9/1/23

Instructional coaches will conduct pre-conference meetings with teachers to discuss areas that were identified as areas of growth aligned to the framework of effective instruction. As a result, teachers will complete a personal growth plan and work with the instructional coaches to improve instruction for ELL and White student subgroup outcomes.

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

By When: 9/4/23 to 9/15/23

Instructional coaches will conduct strategic coaching cycles for continuing support aligned to identified areas of growth and the framework of effective instruction. As a result, teachers will be able to implement effective instructional strategies aligned with the needs of ELL and White student subgroups.

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

By When: 9/18/23 – 10/14/23

#3. Positive Culture and Environment specifically relating to Early Warning System

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 reported 2022-2023 student attendance data, 59% of students had 11 plus absences compared to 45% district-wide. Additionally, 225 students had attendance below 90% as an early warning indicator (EWI) and 52% of students on the 2022-2023 School Climate Survey responded that they "do not like coming to school". Based on this data and other identified contributing factors it is crucial that a strategic and schoolwide attendance initiative is implemented to improve student attendance, ultimately improving student academic achievement.

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

If the Leadership Team, Mr. Britton, Ms. Lopez, successfully implement strategic attendance initiatives with a focus on celebrating success, students with 11 plus absences will decrease by 10 percentage points by June 2024.

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

The Administrative Team and Attendance Review Committee (ARC), Mr. Morrison, Mr. Rojas and Ms.Manzanares-Rodriguez, will monitor weekly student attendance to identify students with potential attendance issues as well as identify students with an attendance Early Warning Indicators (EWI). The ARC team will develop an attendance plan outlining specific and targeted interventions. The attendance plan will include specific tasks, interventions, and incentives, and identify the person(s) responsible to ensure the plan is implemented with fidelity.

Person responsible for monitoring outcome:

Lamond Morrison (lmorrison@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.)

Within the Area of Focus of Positive Culture and Environment, we will focus on Attendance Initiatives to ensure that our students are attending school daily, engaging in classroom instruction, making adequate progress, and being provided with the necessary wrap-around services needed to succeed emotionally and academically.

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

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, frequent communication with parents, and more direct measures including home visits, counseling, and referrals to outside agencies. Additionally, students who come to school daily will be recognized and celebrated. By providing students with the support needed, students will feel valued and motivated to attend school daily.

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.

The Attendance Review Committee (ARC) will analyze 2022-2023 available attendance and EWI data to identify students in need of additional interventions and support. As a result, immediate and targeted interventions will be implemented for students who have a history of truancy.

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

By When: 8/22/23-9/8/23

The Attendance Review Committee (ARC) will create an Attendance Action Plan aligned with the district's iAttend procedures and expectations. As a result, the ARC team will work together to closely monitor attendance and identify students monthly utilizing the Targeted Student Status Form. (TSSF).

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

By When: 8/22/23-8/31/23

The Attendance Review Committee (ARC) will develop a schoolwide Attendance Incentive Plan that includes celebrating successes for improved attendance as well as students with perfect attendance. As result, students will be recognized positively for making attendance improvements and for being responsible students.

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

By When: 8/31/23-9/8/23

#4. Positive Culture and Environment specifically relating to Other

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.

Based on 2022-2023 End-of Year (EOY) staff survey, 50% of teachers responded that development in the area of data analysis is needed to better understand new progress monitoring state assessments data and plan targeted instruction to meet the needs of all students. Homestead Middle School will target transformational leadership development with a focus on developing teacher knowledge of data analysis and managing data systems to empower teachers to make data-driven instructional decisions to impact student achievement results.. .

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

If the Leadership Team, Mr. Britton, Ms. Lopez, and Mr. Morrison, successfully implement the evidenced-based intervention of Managing Data Systems and Processes, staff commitment to student learning along with their own professional growth will increase. This will also increase staff morale and generate momentum to accomplish schoolwide goals aligned with school improvement. Focusing on teacher development in this area will decrease the number of teachers requesting professional development in data analysis and systems by 25 percentage points. Additionally, Homestead Middle School will earn 53% of available points in the Florida School Grading System.

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

The Leadership Team, Mr. Britton, Ms. Lopez, and Mr. Morrison, will meet weekly to analyze available data and provide support with necessary support to address student needs and plan for interventions. Weekly collaborative planning will be scheduled with a focus on data analysis to make instructional decisions that will impact student learning. Lesson plans will reflect differentiated instruction and schoolwide intervention/enrichment plans will be developed utilizing progress monitoring data. Extended learning opportunities will be provided to target groups of students for each accountable area driven by data. Teachers will conduct student data chats to set goals and monitor progress. The administrative team will schedule frequent teacher/admin data chats to ensure that data is driving instruction and support needed is quickly identified.

Person responsible for monitoring outcome:
Jonathan Britton (jbritton@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.)

Managing Data Systems and Processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. Some strategies to improve Managing Data Systems and Processes include meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps.

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

Managing Data Systems and Processes will inform teachers on the proper use of data and help identify student needs in order to provide targeted and differentiated instruction. It will also allow the School Leadership Team (SLT) to strategically plan for testing, develop instructional intervention/enrichment

plans that are data-driven, and conduct frequent data chats to ensure that all decisions being made are driven by data and progress is being monitored.

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.

Develop a 45-day Blueprint for each accountable tested area that includes performance by grade level and performance band, outlined professional development plan, collaborative planning focus, extended learning opportunities and aligned standard-based resources. As a result of the implementing the 45-day Blue Print, clear expectations will be set and plan will be monitored to determine impact and make additional instructional decisions.

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

By When: 8/22/23-9/15/23

The School Leadership Team will meet to engage in professional development regarding the sourcing, consolidation and disaggregation of student achievement data. As a result, school leadership will develop individualized student data chat sheets using Microsoft Word Mail Merge based on PM1 data. These data chat sheets will be used by teachers to conduct individual student conferences regarding their performance on PM1.

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

By When: 8/22/23-9/5/23

Administrative/Teacher data chats will be conducted to discuss individual teacher data by class, set goals, and develop next steps to address areas of growth and enrichment opportunities. As a result, teachers will have a clear plan to target student needs that is data driven and administrators can monitor for accountability. Additionally, through collaborative planning, instructional coaches will work with teachers to provide training and support on data analysis.

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

By When: 8/22/23-9/22/23

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The district provides school improvement funding based on need. The allocations for full-time positions to improve school achievement are governed by the district Office of Academics and Transformation. Hourly positions, including interventionists and hourly funding for teachers for extended learning opportunities are budgeted by the school subject to review and approval by the Office of Academics and Transformation.

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.

Dissemination of the SIP to stakeholders will take place through parental meetings, Open House, Title I meetings, EESAC meetings and through the school website and social media. Additionally, copies of the SIP are available at the school site in the Parent Resource Center and main office.
School website: www.homesteadmiddle.com

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))

At Homestead Middle School building positive relationships with parents, families, and community stakeholders to fulfill the school's mission, support the needs of students, and keep parents informed is of top priority. Our Community Involvement Specialists will work closely with parents to provide resources. referrals, training, and maintain open communication regarding their child's academic and social/emotional needs. A number of parent workshops will be scheduled throughout the school year addressing topics that target the needs of the community. As a Community Partnership School, additional support will be provided to assist parents with resources that include vision exams, physicals, food pantry, uniform assistance, report card conferences, and free after-school programs. Constant communication is key to building relationships. Important information and updates will be shared via the school website (www.homesteadmiddle.com), Instagram (@homesteadmiddleschool) and Twitter (@HomesteadMS).

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))

During the 2023-2024 Homestead Middle School is committed to strengthening academic programs through structured weekly collaborative planning facilitated by instructional coaches and aligned to the framework of effective instruction. Additionally, teachers will receive job-embedded professional development and instructional support through targeted coaching cycles that will ultimately improve their instruction and quality of learning time. The administrative team will conduct frequent data chats with stakeholders, provide immediate instructional feedback, and increase opportunities for reflection in order to make adjustments to instruction and curricular needs.

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

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 Middle School Student Services Team will work closely with students and families to provide social/emotional support as well as wrap around services to improve students' skills outside of the academic subject areas. We will also have on-site support from the districts' Mental Health Coordinator twice a week and she will provide services to students that are referred by staff. Additional on-site mental health services are also available through CHI (Community Health Services of South Florida Inc.) and are provided to identified students three days a week. Students are exposed to Social Emotional Learning initiatives that include Restorative Justice Practices (RJP), Positive Behavior Systems (PBS), Level Up Mentoring, Bullying Prevention, Start with Hello, Red Ribbon Week, and Values Matter. Through these initiatives, students learn skills that can be used to make positive choices and succeed both socially and academically.

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))

Homestead Middle School implements the AJ Inspire program to all 8th grade students which allows students to develop a Personal Career School Development Plan to assist with transitioning to high school and developing career goals. Additionally, a magnet fair is offered to students and parents to explore high school magnet programs to align students career interests and identify programs that offer dual enrollment and AP courses.

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 Middle School implements a schoolwide progressive discipline plan aligned to the districts' Student Code of Conduct. Teachers receive ongoing support on classroom management and PBS from our school PBS coach and discipline team to address classroom level behaviors. The EWI reports is analyzed to identify students in need of additional interventions. These students are referred for services and Social Emotional Behavior Plans are developed, implemented and monitored. The Student Services team is always available to support students, coordinate services, communicate with families and make referrals to outside agencies.

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))

Every year the Homestead Middle School PLST team conducts a PD Needs Assessment to identify the professional development needs of the staff. Utilizing the data, the PLST team develops a professional development plan targeted on the needs of the teachers and staff. Data analysis activities and job-embedded professional development focused on improving instructional planning and delivery are conducted weekly through collaborative planning.

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: Student Engagement	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$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