

Miami-Dade County Public Schools

HOMESTEAD MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Gerena, Judith

Position Title

Principal

Job Duties and Responsibilities

Maintains school site operations. Those tasks include the following: 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.

Leadership Team Member #2

Employee's Name

Lopez, Catherine

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversees curriculum. Those tasks include the following: assist the principal with 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.

Leadership Team Member #3**Employee's Name**

Morrison, Lamond

Position Title

Assistant Principal

Job Duties and Responsibilities

Serves as an educational leader. Those tasks include the following: assist 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.

Leadership Team Member #4**Employee's Name**

Davis, Claudia

Position Title

Instructional Media

Job Duties and Responsibilities

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.

Leadership Team Member #5**Employee's Name**

LaCount, Yolanda

Position Title

Literacy Instructional Coach

Job Duties and Responsibilities

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.

Leadership Team Member #6

Employee's Name

Galindo, Perla

Position Title

Mathematics Instructional Coach

Job Duties and Responsibilities

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.

Leadership Team Member #7

Employee's Name

Wilson, Cindy

Position Title

Instructional Technology

Job Duties and Responsibilities

The Verizon Innovative Learning Schools (VILS) instructional coach is a fulltime 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.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 gathered will be discussed with the school leadership 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

To monitor the effective implementation of the SIP and its impact on student achievement, particularly for those students with the greatest achievement gaps, academic coaches and administrators will conduct regular walkthroughs to observe instruction and assess alignment with the framework for effective instruction and required state benchmarks. Additionally, teachers will participate in collaborative planning sessions, during which they will receive timely feedback and support. Coaching cycles will be tailored to meet the unique needs of each teacher, with educators identifying their own areas of growth, and coaches providing targeted assistance to enhance instructional practices. Data from FAST assessments, AP1, and topic assessments will be used to design targeted intervention plans to address the needs of underperforming students. To ensure continuous improvement, the plan will be revisited periodically, incorporating feedback from key stakeholders, including teachers,

students, and parents. Adjustments will be made as necessary to respond to evolving needs and to ensure progress toward meeting state academic standards.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	98.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days							39	78	63	180
One or more suspensions							20	43	33	96
Course failure in English Language Arts (ELA)							10	20	12	42
Course failure in Math							23	25	10	58
Level 1 on statewide ELA assessment							61	116	97	274
Level 1 on statewide Math assessment							67	99	86	252
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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							67	119	101	287

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year								2		2
Students retained two or more times							11	20	11	42

Prior Year (2023-24) As Last 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 school days							39	78	63	180
One or more suspensions							20	43	33	96
Course failure in ELA							10	20	12	42
Course failure in Math							23	25	10	58
Level 1 on statewide ELA assessment							61	116	97	274
Level 1 on statewide Math assessment							67	99	86	252
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										2

Prior Year (2023-24) As Last Reported (pre-populated)

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							67	119	101	287

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year								2		2
Students retained two or more times							11	20	11	42

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	31	61	53	32	56	49	29	55	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	45	60	56				46		
ELA Learning Gains Lowest 25%	41	51	50				42		
Math Achievement *	32	64	60	31	60	56	28	43	36
Math Learning Gains	53	63	62				53		
Math Learning Gains Lowest 25%	52	62	60				63		
Science Achievement *	36	56	51	36	55	49	33	54	53
Social Studies Achievement *	50	75	70	61	72	68	61	64	58
Graduation Rate								51	49
Middle School Acceleration	98	73	74	94	74	73	94	56	49
College and Career Readiness								73	70
ELP Progress	41	58	49	35	50	40	34	77	76

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	48%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	479
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
48%	48%	48%	33%		45%	46%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	31%	Yes	2	1
English Language Learners	36%	Yes	4	
Black/African American Students	49%	No		
Hispanic Students	48%	No		
Economically Disadvantaged Students	49%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	1	
English Language Learners	35%	Yes	3	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	37%	Yes	1	
Hispanic Students	51%	No		
White Students	32%	Yes	3	
Economically Disadvantaged Students	49%	No		

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%
Students With Disabilities	44%	No		
English Language Learners	40%	Yes	2	
Native American Students				
Asian Students				

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%
Black/African American Students	47%	No		
Hispanic Students	51%	No		
Multiracial Students				
Pacific Islander Students				
White Students	30%	Yes	2	1
Economically Disadvantaged Students	49%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	31%		45%	41%	32%	53%	52%	36%	50%	98%			41%
Students With Disabilities	18%		44%	38%	19%	41%	32%	17%	37%				
English Language Learners	21%		40%	32%	24%	53%	58%	21%	35%				41%
Black/African American Students	30%		45%	48%	32%	54%	47%	36%	51%	95%			
Hispanic Students	32%		46%	38%	32%	53%	58%	35%	48%	100%			40%
Economically Disadvantaged Students	33%		46%	43%	35%	54%	50%	37%	54%	97%			42%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	32%				31%			36%	61%	94%			35%
Students With Disabilities	38%				38%			38%	65%				20%
English Language Learners	25%				30%			32%	54%				36%
Black/African American Students	29%				28%			28%	61%				
Hispanic Students	36%				35%			44%	61%	92%			38%
White Students	27%				36%								
Economically Disadvantaged Students	34%				32%			37%	64%	92%			32%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	32%		51%	39%	32%	54%	57%	35%	48%				
English Language Learners	21%		48%	43%	30%	56%	61%	18%	53%				34%
Native American Students													
Asian Students													
Black/African American Students	25%		40%	39%	21%	49%	66%	30%	58%	92%			
Hispanic Students	32%		52%	43%	35%	57%	59%	35%	64%	95%			33%
Multiracial Students													
Pacific Islander Students													
White Students					30%								
Economically Disadvantaged Students	29%		46%	42%	29%	53%	63%	33%	63%	94%			36%

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	30%	57%	-27%	54%	-24%
Ela	7	26%	55%	-29%	50%	-24%
Ela	8	30%	54%	-24%	51%	-21%
Math	6	19%	60%	-41%	56%	-37%
Math	7	31%	49%	-18%	47%	-16%
Math	8	19%	58%	-39%	54%	-35%
Science	8	16%	42%	-26%	45%	-29%
Civics		45%	70%	-25%	67%	-22%
Biology		90%	70%	20%	67%	23%
Algebra		83%	55%	28%	50%	33%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most improvement was the English Language Arts (ELA) scores, which increased by 5% from the previous school year. Several new actions contributed to this improvement. One significant action was the increased support provided by instructional coaches. Notably, one coach took on the responsibility of covering an open position for most of the school year to ensure that students consistently received quality instruction. This effort helped maintain continuity in teaching and learning.

Additionally, the school implemented weekly collaborative planning sessions. These sessions allowed teachers to work together, share best practices, and develop effective teaching strategies, which likely contributed to the improved ELA scores. Interventions also played a crucial role. Starting in October 2023, the school began targeted interventions for the lowest-performing 25% of students (L25). These interventions provided focused support to help students improve their reading skills.

Furthermore, the effective use of district support added another layer of assistance. ETO instructional supervisor/CSS provided additional classroom support and pull-out interventions, which offered students individualized attention and instruction outside the regular classroom setting. Collectively, these actions created a supportive and collaborative environment that fostered student growth in ELA. The combination of dedicated coaching, strategic planning, targeted interventions, and district support contributed to the notable improvement in ELA scores.

Lowest Performance

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

Based on the 2024 assessment data, Science has emerged as the subject area with the lowest performance. This outcome can be attributed to several contributing factors. One significant issue is the persistently low attendance rates among students, which has adversely affected their engagement and learning outcomes in Science classes. Additionally, the presence of novice teachers within the Science department has posed challenges, as they are still developing their instructional skills and familiarity with the curriculum.

Furthermore, turnover within the department's teaching staff has been a recurring issue. The frequent changes in teaching personnel have disrupted continuity in instruction, making it challenging for students to build upon prior grade-level standards necessary for success in higher-level assessments, such as those in the 8th grade.

Moreover, there has been a notable lack of active participation from students in extended learning opportunities designed to supplement their Science education. These opportunities, intended to deepen understanding and reinforce concepts beyond the classroom, have seen minimal engagement. As a result, the comprehensive assessment data for 2024 points towards Science as an area requiring focused attention and targeted interventions to enhance student achievement and overall performance.

Greatest Decline

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

The 2024 Civics assessment data shows the most significant decline compared to the previous year, with a notable 10% decrease in performance. This decline can be attributed to several contributing factors, primarily the challenges faced by novice teachers in effectively managing their classrooms and delivering instruction which directly impacted student engagement and achievement.

As a response to the issues observed after the second nine weeks, all International Baccalaureate (IB) classes were reassigned to different teachers. This decision was aimed at addressing the learning losses incurred due to the classroom environment issues experienced by the original teacher. The reassignment was intended to provide a more conducive learning atmosphere and to remediate any gaps in understanding among IB students, our highest performing students.

Additionally, there was minimal participation by students in extended learning opportunities designed to supplement their Civics curriculum. These opportunities, intended to deepen understanding and reinforce concepts beyond the traditional classroom setting, saw limited engagement. This lack of involvement further compounded the challenges faced by teachers in bridging gaps and reinforcing key concepts outside of regular class time.

Greatest Gap

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

The data component with the greatest gap when compared to the state average is the percentage of 6th Grade Math students scoring below grade level. Specifically, 81% of 6th Grade Math students

scored below grade level (Level 1-2), compared to 44% at the state level. This represents a significant gap of 37 percentage points.

Several factors contributed to this gap, including the quality of instruction students received. In particular, issues such as a first-year teacher being terminated due to poor performance after the second nine weeks. This had a detrimental effect on student achievement and disrupted the learning process, causing students to fall behind. Additionally, many students enter middle school with existing gaps in their math concepts. The transition to middle school involves adjusting to a more complex curriculum, which can be particularly challenging for students who are already struggling with foundational math skills.

EWS Areas of Concern

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

Based on the Early Warning Indicators (EWI) data, two significant areas of concern have been identified: student attendance and academic performance in math and reading (students scoring LEVEL 1 on PM3 assessments). The data reveals that 59% of students have 11 or more absences, highlighting a prevalence of chronic absenteeism which can severely impact learning outcomes. Students who frequently miss school face challenges such as learning gaps, reduced engagement, and lower academic achievement. To address this, implementing attendance monitoring programs, incentives for regular attendance, and support services for students and families are essential strategies. These efforts aim to improve attendance rates and ensure students are present to benefit from essential instruction and opportunities for skill reinforcement.

Additionally, 61% of students scored at Level 1 on the end-of-year state assessments (PM3) in reading and 60% in math, indicating significant struggles with foundational skills. Students at Level 1 are at risk of falling behind their peers and experiencing long-term academic difficulties. Interventions such as targeted differentiated instruction, small group sessions, and personalized support plans are crucial to address specific skill gaps and provide necessary academic support. Regular monitoring of progress and flexible adjustment of interventions based on individual student needs will be key in closing achievement gaps and promoting positive educational outcomes for every student.

Highest Priorities

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

1. Attendance
2. Schoolwide Systems and Discipline
3. Interventions
4. Staffing & Retention (Support)

5. Family Engagement

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-24 FAST ELA Assessment, only 4% of English Language Learners (ELLs) showed proficiency. In Mathematics, the 2023-24 FAST results revealed that only 9% of ELLs showed proficiency. As it pertains to Students with Disabilities (SWD), the 2023-24 FAST assessment shows a 19% proficiency in both ELA and Mathematics. For both subgroups the percentage of achievement in Science is also an area of concern; 14% of the SWD subgroup achieved proficiency in this subject while only 3% of the ELL subgroup showed proficiency.

Based on these results, a need has been identified to provide and equip educators with effective instructional strategies to enhance the performance of students within the above-mentioned subgroups. The data underscores the need for continued interventions based on data, specifically through support and coaching for effective instructional delivery.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. 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 5% within the ELL subgroup will score at grade level or above in the area of ELA and an additional 5% in the areas of Mathematics by the 2024-25 FAST PM3 State Assessment. Similarly, the measurable outcome for the SWD subgroup will score at grade level or above in the area of ELA, and an additional 5% in the area of Mathematics by the 2024-25 FAST PM3 State Assessment. In the area of Science, a modest and achievable goal of 2% increase in proficiency for the ELL subgroup is proposed and a 5% increase for students with disabilities.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

A close analysis of the PM 3 data will be conducted by the leadership team and the academic coaches to compare the subgroups' performance (ELL students and SWD students) to the previous year's data and explore which factors may have contributed to perform below the 41% of the ESSA (Every Student Succeeds) federal index. A consideration will be made to monitor upcoming assessments such as the FAST PM2, the iReady Diagnostic Assessments, and topic assessments to correlate performance to learning gains and proficiency. Instructional coaches will oversee the implementation of data chats with students within the targeted subgroups to entrust them with their own learning. Delivery of instruction will intentionally target specific areas of academic growth identified through prioritizing data monitoring.

Person responsible for monitoring outcome

Catherine Lopez (lopezc021@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale:

The evidence based strategy of instructional support and coaching was chosen as it addresses the manner in which teachers will receive guidance in critical areas needed to achieve student proficiency and learning gains. They will be equipped with tools to understand data analysis, including the inclusion of data chats, and its application to instruction. Educators will gain knowledge of various instructional methods to address specific academic needs of students within the targeted subgroups. Teachers will then monitor their data closely, conduct data chats for learner empowerment and choose the instructional strategies that best address areas of academic growth. Another significant reason for this rationale is to ensure that the steady influx of new teachers to the school receive appropriate and effective support based on the best pedagogical practices.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Walkthroughs and informal observations

Person Monitoring:

Catherine Lopez (lopezc021@dadeschools.net)

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators and instructional coaches will conduct walkthroughs focusing on lesson delivery, student engagement, and instructional practices specific to the identified subgroups. This process will enable the leadership team to pinpoint areas for improvement, allowing coaches to address these issues during pre-conference meetings with teachers. The school may monitor the impact of this action step by the continuous observation of lesson delivery and practices.

Action Step #2

Professional Growth Plans

Person Monitoring:

Yolanda Lacount (260931@dadeschools.net)

By When/Frequency:

September 13, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Pre-conference meetings will be conducted by the instructional coaches to identify areas of growth as it relates to the framework of effective instruction. Each teacher will complete a self-assessment survey that will address their instructional practices. As a result, personal/professional growth plans will be crafted to assist educators into delivering effective instruction to the identified students in the targeted subgroups. Monitoring of this practice will be done by the literacy coach. The plans may include targeted strategies, resources, and a timeline for implementation.

Action Step #3

Instructional Support and Coaching

Person Monitoring:

Perla Galindo (pgalindo@dadeschools.net)

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Once the areas of personal/professional growth have been determined, instructional coaches will implement strategic coaching cycles to provide ongoing support in these areas. Coaches may offer a variety of models that may include demonstration of lessons, co-teaching or added support during collaborative planning. The framework of effective instruction will be a necessary blueprint to achieve this action and will be monitored by the Mathematics coach.

Action Step #4

Enhancing Student Engagement Through Cold Calling: Instructional Coach Support

Person Monitoring:

Yolanda Lacount (ylacount@dadeschools.net)

By When/Frequency:

October 14, 2024-January 17, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Instructional coaches will provide targeted support to teachers on the effective implementation of the cold calling strategy by modeling lessons, offering feedback, and sharing best practices during

collaborative planning sessions. As a result, teachers will feel more confident utilizing this technique to increase student engagement and participation, leading to improved classroom discussions and a more equitable distribution of student responses across all ability levels.

Action Step #5

Boosting Learning with Anchor Charts: Collaborative Creation and Classroom Use

Person Monitoring:

Perla Galindo (pgalindo@dadeschools.net)

By When/Frequency:

October 14, 2024-January 17, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will collaborate with instructional coaches to create and implement anchor charts that visually reinforce key concepts and strategies in the classroom. Instructional coaches will provide guidance on designing effective charts and integrating them into daily instruction. As a result, students will have consistent visual references to support their learning, leading to improved retention and application of concepts across subjects.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to our 2024 Civics data, 50% of our 7th grade students demonstrated proficiency in civics as compared to the state average of 70% and district average of 75%. According to the 2024 8th Grade Science data, 36% of our students were proficient in science as compared to the state average of 51% and district average of 56%. Based on this data and the identified contributing factors of frequent changes in teaching personnel which affects overall instruction due to the fact that novice teachers must learn strategies to improve in classroom management and data analysis, we will implement the targeted element of professional learning with a focus on data driven decision making.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Through professional learning with a focus on data-driven decision making, we anticipate a 10 percentage point increase in Civics EOC proficiency, rising from 51% in 2024 to 61% in 2025. Additionally, 8th Grade Science proficiency is projected to grow by 4 percentage points, from 36% in 2024 to 40% in 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership Team will conduct a close analysis of last year's 8th grade Science test data and Civics data to identify factors that may have contributed to last year's overall proficiency scores. Administrators and department heads will lead professional development meetings during collaborative planning to ensure that teachers know how to access their data on Performance Matters and interpret it to make improvements in their lesson delivery and differentiation. Teachers will also learn how to analyze data from the Reading FAST PM3 and reflect on how reading scores may affect student performance in Science and Civics. Additionally, administrators will attend Science and Social Studies collaborative planning sessions to ensure that teachers are consistently reviewing Performance Matters test data as it becomes available and utilizing this data to identify benchmarks that need remediation. Data analysis will also be discussed in faculty meetings and leadership meetings to make sure students are demonstrating proficiency and growth on remediated benchmarks.

Person responsible for monitoring outcome

Catherine Lopez (lopezc021@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Data driven decision making involves using data to guide every aspect of education, from setting goals, and planning for differentiation and interventions. The leadership team and teachers will analyze FAST and Performance Matters data together to make observations and plan for effective instruction. The ultimate goal is for teachers and stakeholders to utilize data to make decisions that best benefit students.

Rationale:

The evidence based strategy of data driven decision making was chosen as it addresses educator's ability to use assessment data to inform their instruction . Teachers will learn how to access and analyze assessment data to get an accurate reporting of student progress and adjust instruction for remediation or enrichment. Through analyzing data frequently, teachers and administrators will identify areas needed to achieve overall student proficiency.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Review of Data

Person Monitoring:

Lamond Morrison

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Leadership Team will review 2024 school data and compare it to previous year's data along with district averages. As a result, administrators and department leaders will be able to identify areas of improvement and create an action plan to incorporate frequent data analysis to improve overall student achievement.

Action Step #2

Goal Setting Meeting during Leadership and Faculty Meeting

Person Monitoring:

Catherine Lopez

By When/Frequency:

September 13, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Leadership Team will collaborate with faculty to analyze last year's school data and pinpoint instructional practices impacting student achievement. Additionally, teachers will identify areas in their instructional planning that may need improvement. Together, teachers and administrators will participate in a goal setting meeting to identify an attainable proficiency goal for the 2024-25 school year. As a result, this shared proficiency goal will guide their collective efforts to enhance student outcomes.

Action Step #3

Professional Development on Data Analysis

Person Monitoring:

Lamond Morrison

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators and department leaders will provide a professional learning session during collaborative planning on accessing Performance Matters and FAST data. The focus will be placed on finding data for their classes and learning how to analyze the data. As a result, teachers will identify which benchmarks students performed well on and which benchmarks will need to be remediated.

Action Step #4

Monthly Data Chats to Drive Instructional Adjustments and Student Growth

Person Monitoring:

Catherine Lopez (lopezc021@dadeschools.net)

By When/Frequency:

October 14, 2024-January 17, 2025/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The leadership team will conduct monthly data chats with teachers to review student performance data from FAST and Performance Matters. During these meetings, teachers will analyze trends, identify strengths and areas for growth, and adjust instructional plans to address the needs of students. Differentiation strategies and targeted interventions will be discussed and implemented based on the data findings. As a result, teachers will have a clearer understanding of student progress and will be able to provide tailored instruction that improves overall student achievement.

Action Step #5

Professional Development for Effective Data Analysis and Instructional Planning

Person Monitoring:

Catherine Lopez (lopezc021@dadeschools.net)

By When/Frequency:

October 14, 2024-January 17, 2025/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional development sessions will be provided to equip teachers with the skills needed to effectively analyze and utilize data for instructional planning. These sessions will focus on interpreting data reports, setting goals for student growth, and using formative assessments to adjust teaching strategies. Teachers will also collaborate through weekly collaborative planning to share best practices and data-driven instructional approaches. As a result, teachers will be empowered to make informed decisions, leading to improved student outcomes and more intentional, evidence-based teaching practices.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the reported 2023-2024 student attendance data, 59% of students had 11 plus absences compared to 45% district-wide. Additionally, 101 students had attendance below 90% as an early warning indicator (EWI) and 40% of students on the 2023-2024 School Climate Survey responded that they like coming to school. Based on this data, we will implement a strategic, school-wide attendance initiative to significantly improve student attendance rates and academic outcomes.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of a comprehensive attendance plan, focused on interventions and initiatives, students with 11 plus absence will decrease by 5 percentage points, from 59% to 54%, by June 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To proactively address attendance issues, the Administrative Team and Attendance Review Committee (ARC) will closely track student attendance. Students showing attendance concerns or Early Warning Indicators will be flagged for targeted support. The ARC team will create individualized attendance plans with specific actions, incentives, and assigned responsibilities.

Person responsible for monitoring outcome

Lamond Morrison, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

The evidence based strategy of strategic attendance initiatives was chosen to ensure that all students consistently attend school, actively participate in learning, demonstrate academic growth, and receive comprehensive support services to thrive emotionally and academically. Strategic attendance initiatives will involve diligent tracking of absences, regular parent outreach, and proactive interventions such as home visits and counseling referrals. We will recognize and reward students with perfect attendance while providing comprehensive support to foster a positive attendance culture.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Weekly Attendance Monitoring

Person Monitoring:

Lamond Morrison, Assistant Principal

By When/Frequency:

Ongoing/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Attendance Review Committee will track and record daily student attendance, focusing on absences and tardies. Weekly, they will analyze this data to identify patterns and implement targeted interventions, such as parent meetings, counseling and mentoring. The committee will monitor the effectiveness of these strategies by reviewing changes in attendance patterns

Action Step #2

Progressive Attendance Interventions

Person Monitoring:

Lamond Morrison, Assistant Principal

By When/Frequency:

Ongoing/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Attendance Review Committee will implement a plan of progressive interventions (Plan: 3, 5, 7, 10, 15) starting with classroom strategies from teachers and escalating to support personnel and administration. Teachers will first provide tailored support and make initial contact with parent/guardian, while persistent issues will involve the student services team and other support personnel for additional assistance. For ongoing concerns, the administrative team will coordinate comprehensive interventions with the ARC team. The impact will be monitored through regular assessments, feedback from all involved parties, and periodic reviews to ensure the interventions are effective and make necessary adjustments.

Action Step #3

Attendance Incentive Plan

Person Monitoring:

Lamond Morrison, Assistant Principal

By When/Frequency:

September 13, 2023

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Plans for incentives and student recognition for perfect attendance will be consistently implemented to encourage regular school attendance. Students with perfect and improved attendance will be celebrated through awards, certificates, or special events, reinforcing the importance of consistent attendance. The school will regularly communicate these incentives to students and parents to maintain motivation and awareness. Plans for incentives, as well as student recognition for perfect attendance, will be consistently implemented.

Action Step #4

Monthly Mentor-Mentee Check-In Program to Support Attendance and Engagement

Person Monitoring:

Lamond Morrison, Assistant Principal

By When/Frequency:

October 14, 2024-January 17, 2025/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Establish a monthly Mentor-Mentee check-in program, where staff members are paired with students identified as having chronic attendance issues. Mentors will conduct monthly check-ins with their mentees, focusing on building positive relationships, discussing academic progress, and identifying any barriers to regular attendance. Mentors will also collaborate with the student services team to provide additional support as needed. As a result, students will feel more supported and connected to the school, leading to improved attendance, increased motivation, and enhanced academic performance.

Action Step #5

Report Card Conferences with Community Partners for Academic Monitoring and Attendance Support

Person Monitoring:

Catherine Lopez, Assistant Principal

By When/Frequency:

October 14, 2024-January 17, 2025/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement quarterly Report Card Conferences in partnership with community organizations. During these conferences, students with attendance challenges and their families will meet with school staff and community partners to review academic performance, attendance trends and monitor progress. Resources such as counseling and health services will be provided to address barriers to attendance. As a result, students will receive targeted academic support and comprehensive assistance, leading to improved attendance and academic success.

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the school specific survey, 67% of staff are interested in learning more about positive behavior support systems. Additionally, during the 2023-2024 school year, 20 out of 223 6th graders experienced 5 or more behavioral incidents recorded in Student Case Management, while 15 out of 214 7th graders accumulated an incident total of 163.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By implementing a detailed school-wide discipline plan and positive behavior support, there will be a 5 percentage decrease in students receiving 2 or more discipline referrals from 26.8% during the 2023-2024 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To proactively address behavior concerns, Administration and the Leadership Team will closely track student referrals. Students identified and tiered as having 3 or more student referrals will be targeted for support. Administration will create a plan to address relationship building between stakeholders and individualized student self-awareness strategies with specific actions, incentives, and assigned responsibilities.

Person responsible for monitoring outcome

Lamond Morrison/Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the

identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Homestead Middle School will implement a tiered system of support to address and minimize behavior issues. Universal interventions will be designed to support all students. Targeted interventions for students who are at risk more serious behavior problems will include additional teaching of social skills. Students with more extensive concerns will engage in more personalized interventions and specialized support.

Rationale:

Positive Behavior and Intervention System will provide consistency to meet the behavioral challenges of all students. By using a tiered system of support, interventions will become more targeted and intensive based on student's needs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Discipline Review Committee

Person Monitoring:

Lamond Morrison, Assistant Principal

By When/Frequency:

September 13, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administrative team will organize a committee to review the current school-wide discipline plan and positive behavior support during Leadership Team and weekly grade-level team meetings. This committee will evaluate the effectiveness of existing strategies and identify any gaps or areas needing improvement. They will focus on addressing the specific needs of identified students by proposing and implementing targeted adjustments to the discipline plan and support systems. The impact of these changes will be monitored through ongoing feedback and assessment of student behavior and disciplinary data.

Action Step #2

PBS Tracking System

Person Monitoring:

Teachers/Administration

By When/Frequency:

Ongoing/Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize ClassDojo daily to track and reinforce positive behaviors. This approach will help encourage self-reflection and goal-setting among students. Additionally, bi-weekly, teachers and administration will distribute Gator Bucks to students who demonstrate targeted behaviors aligned with school-wide expectations, allowing them to redeem these for tangible rewards. The effectiveness of this system will be monitored by reviewing behavior tracking data and assessing changes in student behavior and engagement.

Action Step #3

Implementation and Professional Development

Person Monitoring:

Lamond Morrison, Assistant Principal

By When/Frequency:

Ongoing/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will receive professional development focused on the effective implementation of ClassDojo, covering the school's discipline policy, strategies for managing classroom behavior, and fostering a positive school culture. This training will equip teachers with the tools and knowledge needed to use ClassDojo effectively. The administrative team will organize follow-up meetings to provide updates, address any challenges, and facilitate reflection and discussion among staff. This ongoing support will ensure that faculty are well-prepared to use ClassDojo to enhance student behavior and engagement.

Action Step #4

Homeroom Ambassador Program for Enhancing Student Voice and Peer Communication

Person Monitoring:

Juduth Gerena-Burgos, Principal

By When/Frequency:

October 14, 2024-January 17, 2025/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Establish a Homeroom Ambassador program where selected students serve as representatives for their peers. These ambassadors will be trained to facilitate discussions about school culture, address student concerns, and promote positive behavior among their classmates. Additionally, ambassadors will lead initiatives that encourage peer support and collaboration. As a result, students will feel more empowered and engaged in their school community, leading to improved communication, stronger relationships among peers, and a positive school climate.

Action Step #5

Bi-Weekly Gator Bucks Program and Gator PBS Store for Rewarding Positive Behavior

Person Monitoring:

Lamond Morrison, Assistant Principaal

By When/Frequency:

October 14, 2024-January 17, 2025/Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement the GATORS (Goal setting, Awareness, Teamwork, Organization, Responsibility, Self-Reflection) program as a Tier 2 support for students with 2-4 behavioral referrals. This program will provide targeted interventions focusing on developing essential skills to improve behavior and academic performance. Students will participate in bi-weekly small group sessions led by the student services team and support staff, where they will set personal goals, learn self-awareness techniques, and engage in team-building activities. As a result, participants in the GATORS program will develop crucial social-emotional skills and strategies to manage their behavior effectively, leading to a decrease in referrals and improved engagement in school activities.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

To review the use of resources to meet the identified needs of students, the process begins with collecting and analyzing student performance data to pinpoint specific needs. Next, an assessment of current resources is conducted to determine their alignment with these needs. Based on this assessment, a plan is developed to allocate or reallocate resources accordingly, with detailed actions and timelines. The implementation of this plan is monitored to ensure effective use, and feedback from stakeholders is gathered to make necessary adjustments. Finally, the impact of resource utilization is reviewed and reported to ensure ongoing improvement and accountability.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

We will focus on two key resources: additional instructional materials and targeted professional development for teachers. Data shows that students, especially English Language Learners and those with disabilities, are underperforming in math and reading. To address this, we will first acquire and distribute supplementary instructional materials designed to support these students and conduct initial professional development workshops focusing on effective strategies for diverse learners. We will also provide ongoing training to further enhance teachers' skills and monitor the implementation of these resources through classroom observations and performance data. Finally, we will evaluate the impact of these initiatives by reviewing student performance and teacher feedback, making adjustments as needed to ensure that the resources and strategies effectively meet students' needs.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00