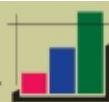




Florida Department of Education

DIVISION of PUBLIC SCHOOLS

"We're all about Increased Student Achievement!"



BUREAU OF SCHOOL IMPROVEMENT

2006 – 2007

SCHOOL IMPROVEMENT PLAN

School Name: HOMESTEAD SENIOR HIGH SCHOOL

District Name: Dade

Principal: Henry N. Crawford, Jr. Ed. D

SAC Chair: David Hall

Superintendent: Rudolph F. Crew, Ed.D.

Date of School Board Approval: Pending School Board Approval

**John L. Winn,
Commissioner**

Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida
32399



**Cheri Pierson Yecke,
Chancellor**

K-12 Public Schools
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida
32399

VISION/MISSION/BELIEF STATEMENTS

VISION

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

MISSION

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

SCHOOL PROFILE DEMOGRAPHICS Homestead Sr. High School, a Title 1 school, located at 2351 SE 12th Avenue in Homestead, is the most southern Miami-Dade County. The school has been designated as a School Improvement Zone (SIZ) high school, which has both an extended day and extended school year. The current student enrollment is 2800 students.

The student body is diverse, consisting of approximately 51 percent Hispanic, 39 percent African American, 9 percent White, and 1 percent of the students falling into other racial categories. The 2006 FCAT results show that 9th Grade Reading for Level 1 is 63 percent, Level 2 is 24 percent; Mathematics for Level 1 is 46 percent, Level 2 is 30 percent. For 10th Grade Reading Level 1 is 61 percent, Level 2 is 25 percent; Mathematics Level 1 is 33 percent, Level 2 is 29 percent; Science Level 1 is 55 percent, Level 2 is 28 percent. There are: 7 percent LEP; 25 percent SWD; 71 percent Economically Disadvantaged.

Currently, Homestead Senior High School has a faculty and staff of 224, which consist of: 49 percent Blacks; 29 percent Hispanic; 21.4 percent White, and 1 percent Other. 40 percent is male and 60 percent female. The District has assisted in recruitment. In 2004 -05 school year, 62.6 percent of teachers hold a bachelor's degree as compared to the district 63.3 percent and state 65.2 percent. 27.9 percent hold a Master's degree compared to the district 35.2 percent and the state 32.4 percent. 8.2 percent hold a Specialist Degree compared to the district 6.7 percent and the state 1.8 percent. 1.4 percent hold a Doctorate Degree compared to the district 1.8 percent and the state 1.0 percent.

The student/teacher ratio is 27:1.

Daily student attendance has been a problem at Homestead Senior High in the past several years. The problem is caused by parent's mobility rate, migrant factor, and transportation. The average attendance rate is 86 percent as compared to the district 94 percent.

The school has increased its graduation rate by 2 percent since the 2003-2004 school year. At that time, the graduation rate was 44.8 percent in the school, 59.6 percent in the district and 68.7 percent in the state. The 2003-2004 data reveals that the school dropout rate was 4.1 percent as compared to the district's rate of 4.6 percent.

The feeder pattern schools are Campbell Drive Middle School, which does not have a magnet program that supports the Homestead Senior High magnet program, Air Base Elementary School, Campbell Drive Elementary School, Chapman; Dr. W. A. Elementary School, Florida City Elementary School, Leisure City K-8 Center, Peskoe, Irving & Beatrice Elementary School, Saunders, Laura C. Elementary School, and Corporate Academy South. Homestead Senior High School offers special programs such as Advanced Placement program, Academy of International Business, and the Computer Technology (CISCO Networking), and two Magnet programs - Hospitality and Tourism, and Aviation/Aerospace, and Nursing. The Practical Nursing Program has received accreditation from the National League for Nursing Accrediting Commission (NLNAC), maintained an exam rate that matches or exceeds the national rate on the Florida State Board of Nursing Licensing Exam, and the Health Science Programs have become excellent models for the School-To-Career initiatives leading to school improvement.

The Special Education Program (SPED) is an integral part of overall school programs. There are

currently 705 students, which constitutes 25 percent of our student body. Student exceptionalities range from Varying Exceptionalities Standard Diploma, Varying Exceptionalities Special Diploma, Educable Mentally Handicapped, Trainable Mentally Handicapped, Emotionally Handicapped, Severely Emotionally Disturbed, Physically Impaired, and Gifted. Homestead Sr. High School has increased the percentage of students with disabilities who spend 85 percent or more of their school day with general education students. Students With Disabilities attend elective classes with the general education students and participate in an inclusion program for reading, mathematics, science, and social studies. The Limited English Proficiency (LEP) program services 187 students; 71 percent are in Levels 1 and 2 students.

The school community partners include Florida Partnership School with National College Board and National Academy Foundation (NAF).

The school has been awarded three grants for the 2006-07 school year: 1. Title 1 - The grant is used to address the needs of Economically Disadvantaged students 2. Small Learning Communities (SLC) - The grant will be used for the development and implementation of successful career academies. 3. Florida Partnership School/College Board (Rise to Rigor). See above for the community partnership.

Since becoming a "Uniform " school, the school climate has changed dramatically. On the first day of school, 97 percent of the student population was in uniform. In order to gauge the impact of the school uniform policy, analysis of attendance and incidents record data throughout the year will be conducted. Based upon results from the 2006 FCAT data, Homestead Senior High moved from an "F" to a "D." However, challenges such as teacher effectiveness in the classroom, student and teacher attendance, collegiality, and team building must be addressed by all stakeholders.

SCHOOL MATCH

The administrative and leadership teams, in conjunction with ESSAC, selected Hialeah-Miami Lakes Senior High School as a school match. Hialeah-Miami Lakes Senior High School has demonstrated all the characteristics of an Effective School for the following reasons:

Hialeah-Miami Lakes Senior High School is a "C" school with comparable demographics (White 4 percent, Black 22 percent; Hispanics 73 percent).

Hialeah-Miami Lakes Senior High School is a School Improvement Zone (SIZ) high school.

Hialeah-Miami Lakes Senior High School has implemented FCIM.

Hialeah-Miami Lakes Senior High School is implementing Small Learning Communities.

By the end of the school year 2006-2007 new career academies will be in place and interdisciplinary curriculum will have been developed to integrate the core subject areas into these academies.

QUALITY STAFF

Highly Qualified Administrators

Principal - Dr. Henry N. Crawford holds a B.S. in Sociology, M.S. in Elementary Education, Specialist in Educational Leadership, and Doctorate in Educational Leadership. He has 7 years experience as an Assistant Principal and 20 years as principal in Miami-Dade County Public Schools system. As principal at Miami Park Elementary, he was instrumental in moving a low performing

school to a "C" grade, seven points away from achieving a "B", and the school achieved AYP for the 2003-2004 school year. Since arriving at Homestead Sr. High School in 2005, Dr. Crawford has helped move Homestead Sr High School from an "F" to a "D" for the 2005-2006 school year. The Miami-Dade County Public Schools' School Improvement Zone has honored Dr. Crawford "For Going Above and Beyond" in advancing the Zone initiatives. The City of Homestead Police Department has recognized his leadership for decreasing crime and violence by 66 percent last year.

Assistant Principal for Curriculum - Ms. LaTonia Harris holds a B.S. in Psychology, M.S and in Mathematics Education. She is currently completing her doctorate degree in Educational Leadership at Nova Southeastern University. She has 7 years teaching experience in secondary mathematics and two years as Assistant Principal. Ms. Harris' instructional and curriculum leadership along with interpersonal skills helped Homestead Sr. High move from an "F" to a "D" for the 2005-2006 school year.

Assistant Principal – Mr. Earl Burth holds a BA in Mathematics; Master of Education in Mathematics and certified in Educational Leadership; currently working on his doctorate degree in Educational Leadership at NOVA Southern University. Mr. Burth has taught mathematics for 10 years. He was the Mathematics teacher of the year (3 times); Mathematics department chair for two years. He was an Assistant Principal for three years at Felix Varela; and the Region VI Beginning Teacher of Year. At Varela, he was instrumental in helping the school maintain a "B". At Homestead Sr. High in 2005-2006 school year, he helped the school move from an "F" to a "D". Mr. Burth is an adjunct professor at Miami-Dade Community College.

Assistant Principal – Mr. Francisco M. Sauri holds a B.S. special education, M.S. Varying Exceptionality, Specialist degree in Educational Leadership. He is currently working on his doctorate degree in Distance Education at NOVA Southeastern University. He has 8 years teaching experience in SLD, ESOL, and BCC. He has 2 years experience as Assistant Principal at South Dade Adult Education Center before joining the faculty at Homestead Sr. High School. He is certified in Special Learning Disabilities K12, ESOL endorsement, Educational Leadership K12. He was instrumental in helping Homestead Sr. High increase its student attendance in 2005-2006 school year, which resulted in moving the school from an "F" to a "D".

Assistant Principal - Juan Carlos DeArmas holds a B.S. in Criminal Justice and a minor in English, Masters in Educational Leadership. He is certified in English 5-9, Educational Leadership K-12, ESE K-12 with an endorsement in ESOL K-12 and Gifted K-12. He has 3 years experience in teaching Reading and 2 years experience as a Reading Coach. He was instrumental in helping Campbell Drive Middle School move from a "D" to a "C".

Recruitment/Retention of Highly Qualified Teachers

Teachers in the Superintendent's School Improvement Zone, which include Homestead Senior High School, receive a 20 percent salary enhancement. The increase in salary is in recognition of the longer work day and extensive professional development, which is required of teachers at this school. This serves as an incentive to attract and retain highly qualified teachers.

CRP #7: Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of

reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS.

To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers, and collaboration with colleagues will be utilized.

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Homestead Senior High School will be using FCIM. This is a research-based and performance driven school wide improvement model that encompasses the following components:

Data will be disaggregated in order to identify instructional levels of students, with special emphasis on identifying trends and patterns in reading, mathematics, and science from previous FCAT administrations. Teachers will be trained in data disaggregation and the FCIM model to help develop instructional focus calendar(s) in reading, mathematics and science.

Interim-assessment and formative tests will be administered and the test data will be analyzed by teachers, department chairs, and leadership and administrative teams to determine needs for differentiated instruction, remediation, and/or enrichment. Maintenance of skills will be reviewed on continuous basis by data analysis. The administrative team will monitor students' progress and classroom instruction through classroom walk-throughs and data-analysis. Ongoing data analysis that is generated throughout the school year will enable teachers to adjust and plan instructional focus in order to meet the needs of students.

Communication with Parents

Miami-Dade County notified parents of Public School Choice options in accordance with the required FDOE timeline. All parent notifications were provided via US mail.

Miami-Dade County provided written documents which were sent home to appropriate parents by the school (see attached letters notifying parents of Opportunity Scholarships, Choice Options and SES).

Homestead Sr. High communicates with parents in many other ways:

1. two annual open house events
2. monthly newsletters
3. phone calls from teachers and administrators on as-needed basis
4. parent-teacher conferences.
5. a parent link on the school's web site

All written notification to parents is in English, Spanish, and Creole.

Pre-School Transition

N/A

Teacher Mentoring

Homestead Senior High School mentoring program will be directed by an Assistant Principal and a Lead Teacher who will meet with new teachers and teachers in need of improvement one week before schools starts. Listed are teacher mentoring activities:

1. The Assistant Principal and the Lead Teacher assigned each beginning teacher and teacher in need of improvement to a mentor. All mentor teachers received mentoring training. Mentees are matched with teachers by content area.
2. Teachers that are low-performing as determined by student achievement are also assigned mentors.
3. The Assistant Principal, Lead Teacher, and the district staff meet regularly with beginning teachers and teachers in need of improvement to share best practices, answer questions and provide support.
4. Substitute teachers are provided to allow for release times for the mentor teacher to observe the mentee's class and provide feedback.
5. Mentees meet with their mentors twice a week before school to discuss and share ideas.
6. Mentees and mentors meet with the principal each month with a portfolio of activities done by the paired group to discuss and evaluate the effectiveness of the activities and how it has reflected in the mentees classroom.

A classroom visitation schedule has been developed for all administrators and leadership members to ensure that all teachers participate in the PACES program in a timely manner, thus allowing for all corrective actions and teacher's support programs to have maximum effect. As a result of administrative walk-throughs and input from department chairs, low-performing teachers will be identified and assigned to an appropriate mentor partner.

For the 2006 -2007 school year, Homestead Senior High School has 17 new teachers (8.6 percent) . The following is the list of new teachers and their mentors:

MENTEES MENTORS

Christopher Cutrona - Joane Linardi
Lindsay Korn - Ernestine Carr
Tara Castlebery - Kathleen Humphrey
Whitney Denham - Alma Trinidad
Alexia Rolle - Elena Patrizio
Stephanie Bernard - Lisset Boateng
Mark Margara - Col. Michael Sweeney
Toshiba Mitchell - Claudia Cuellar
Toni Shaw - Wendy Kaslofsky
Carmen Garcia - Nir Bronholm
Orethal Adams - Cynthia Berner
Maria Delgado - Piroska Hidvegi
Booker Todd - Marlene Land
Kelly Austin - Amy Stevens-Cox
Michael Shim - Cynthia Berner

CRP Professional Development #3: The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading program, and scientifically-based reading, research instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentoring teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to the school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute, or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and support teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Extended Learning Opportunities

1. Level 1 and Level 2 students will be provided instruction during the AIP Instructional Period in Reading and Mathematics using differentiated and targeted instruction. Students will be initially diagnosed using state provided materials. Selected teachers will provide cluster focused instruction to bubble students utilizing a rotational model. Teachers will be selected based on disaggregated data on teacher performance in the appropriate cluster.
2. Remediation and FCAT preparation will be provided for all students, including all subgroups, in Reading, Mathematics and Science on Saturdays from 9 am -12 noon beginning August 26 through February 2007.
3. Enrichment opportunities will be provided for students scoring Level 3 and above during the AIP Instructional Period in one or more the following areas: College and Career Preparation, Advanced

Placement (AP) and Pre-AP support, Cultural Sensitivity, Character Education and Extra-Curricular Activity Involvement.

CRP# 8

8. Describe before school, after school/summer school activities.

a. Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

b. Mentoring programs

Mentoring programs will be established in schools identified as having children "at risk" of dropping out of school. There are currently several mentoring programs in place in the M-DCPS system including 500 Role Models of Excellence, One Child at a Time, and Take Stock in Children.

c. Summer Camps

Homestead Senior High will conduct summer learning opportunities in three major areas: 9th grade transition, mathematics enrichment and credit recovery. The 9th grade transition program will be used to familiarize incoming students with the school facilities, expectations, and curriculum demands. Students will be exposed to project-based learning through an integrated curriculum approach. Students will be enrolled in the Classroom Inc. program. In addition, Homestead Senior will host a summer enrichment program for targeted students in Algebra II and Pre-Calculus who will transition into AP Calculus during the 2007-2008 school year. This initiative is consistent with the College Board Rise to Rigor program.

GOALS

Goal:	Reading
--------------	---------

Needs Assessment Based on the disaggregated 2006 FCAT Reading Test Administration, 83 percent of all students are not achieving high standards in reading. Specifically only 12 percent of students in grade nine and 13 percent of students in grade ten achieved high standards in reading. Despite the low numbers of students demonstrating proficiency, 44 percent of all students showed learning gains. Initial data analysis reveals that none of the federally recognized subgroups made adequate progress. In fact, only 8 percent of the African American students, 15 percent of the Hispanic Students, 25 percent of the White students, and 12 percent of the Economically Disadvantaged students demonstrated reading proficiency as defined by the state. There is no data available for the Students with Disabilities and Limited English Proficiency subgroups. At closer observation of cluster data, grade level and strand data indicate students in grades nine and ten performed below the district and state average in all 4 cluster areas demonstrating a need for increased instruction and intervention in words and phrases, main idea, comparisons and reference and research. Focused, organized curriculum implementation is essential in the areas of reading and language arts.

Objective

1. Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.
2. Given instruction based on the Sunshine State Standards, African American students in grades nine and then will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.
3. Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.
4. Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades nine and ten will improve their reading skills as evidenced by 51percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

5. Given instruction based on the Sunshine State Standards, Economically Disadvantaged Students in grades nine and ten will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

6. Given instruction based on the Sunshine State Standards, Limited English Proficiency students in grades nine and ten will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

7. Given instruction based on the Sunshine State Standards, 50 percent of students in the lowest quartile will make adequate progress on the 2007 administration of the FCAT Reading Test.

Strategies

1. Develop a data management team as part of the continuous improvement model so that student data on diagnostic, formative and summative assessments is consistently analyzed. This team will consist of members of both the curriculum and literacy leadership teams.

2. Utilize data binders for individual reading teachers which will allow for easily accessible, individualized data on a continued basis. Information from the teachers' data binders, disaggregated to identify subgroups, will be used to discuss cluster data following biweekly tests allowing for the adjustment in instruction and improved instructional decisions.

3. Prescribe intervention for students based on their formative test results, providing differentiated instruction during the extended day program. The school will introduce an educational learning wheel that will address areas of students' deficit in State defined cluster areas. This particular strategy is meant to better serve the LEP and economically disadvantaged as these students are often unable to attend other school offered tutoring sessions.

4. Build and implement a school-wide instructional focus calendar emphasizing skills in reading for cross curricular use and enhanced academic instruction. Teachers will be provided with instructional focus lessons to be used at the start of every class period.

5. Utilize research based reading resources as intervention programs including Read 180 with Level 1 students (100 minute literacy block per day with the same instructor), Read XL with Level 2 students (100 minute literacy block every other day with the same instructor), as well as Reading Plus with all Level 1 and 2 students.

6. Implement the FCAT Chats where administrators, teachers, counselors and academy deans will meet with all students allowing for students to better understand personal scores and set goals to reach the proficient reading level

as identified by the State.

7. Employ a “Word Part of the Week” program to provide improved and enhanced vocabulary knowledge. The school will use all media forms to promote selected word part.

8. Collaborate with the National CollegeBoard as a Florida Partnership School to increase the number of proficient reading students in all subgroups through the move to a more rigorous curriculum as set forth by the National CollegeBoard. Teachers and students will use SAT online, AVID, and vertical teaming conversations to increase the number of Hispanic and African American students; thereby, providing for equity in advanced academics.

Evaluation

Summative Assessment:
2007 FCAT Reading Test results

Formative Assessments will be done through progress monitoring which will include the following:

1. Diagnostic test at the beginning of the year for all students in grades nine and ten for appropriate placement in extended day curriculum programs.
2. Bi-weekly benchmark test results through the year will be analyzed for student placement in enrichment and tutorials.
3. Interim Benchmark Assessments and Mock FCAT Reading Tests provided by the District will be administered and results analyzed to assess student learning gains in reading. Teachers will work collaboratively to decide student needs from the assessment results and discuss other factors that may have lead to low student achievement.

Research-based Programs

Research-based reading programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, spiral and integrated curricula and differentiated instruction. Programs used will include:

1. READ 180
2. Read XL
3. Reading Plus
4. State adopted texts and tools

Professional Development

Professional development will be provided in the following:

1. CRISS
2. Florida Continuous Improvement Model
3. READ 180 Refresher Courses
4. Collaborative Planning
5. Read XL
5. Differentiated Instruction
6. Using Data to Drive Instruction
7. Classroom Management

In addition to those professional development activities provided by District personnel, onsite reading professionals will provide in-services throughout the school year. Teachers will attend follow-up trainings periodically through collaborative planning periods to discuss classroom implementation, results and best practices.

Highly Qualified Instructors

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	McDougal Littell Language of Literature	School Improvement Zone Title	10000
Research-based Resource(s)	Read 180 Language of Literature Reading Plus Soar to Success	Title I Funds Discretionary Funds School Improvement Zone	80000
Technology	Read 180 FCAT Explorer Reading Plus	School Improvement Zone Title 1	50000
Professional Development	CRISS Training Teaching Reading at the High School	Title I Funds Discretionary Funds School Improvement Zone	10000
Other	Classroom Libraries Media Center Additional texts Additional reading coaches (3)	School Funds Title I Funds Discretionary Funds School Improvement Zone	100000
Total:			250000.00

Goal:	Mathematics
--------------	-------------

Needs Assessment Based on disaggregated data from the 2006 FCAT Mathematics assessment, 36 percent of students scored at Level 3 or above in mathematics. Grade level and strand data indicate ninth grade students performed below the district and state average in 4 of the 5 strands. Grade 9 students met the district and state averages of 50 percent proficiency in the area of Data Analysis and Probability.

Students in Grade 10 performed below state averages in each strand. Grade 10 students performed below state averages in all strands. The students met the district average of 30 percent proficiency in Measurement, while falling below the district average in the other 4 strands.

The mean points were lowest in Geometry for students in both grades nine and ten. Proficiency levels were 27 percent and 29 percent respectively. The second lowest points were in Measurement for students in Grade 9 and Algebraic Thinking for students in Grade 10. The proficiency scores were 29 percent for both groups.

None of our subgroups met 50 percent proficiency in mathematics as required by AYP. The proficiency levels of White, Black, Hispanic and Economically Disadvantaged students are 27 percent, 9 percent, 14 percent and 11 percent respectively. The scores of Limited English Proficient and Students with Disabilities are not available for the 2004-2005 school year. The data further prescribes that the instructional focus will be greater in Geometry and Measurement for students in Grade 9. While the emphasis will be on Geometry and Algebraic Thinking for students in Grade 10.

-
- Objective**
1. Given instruction based on the Sunshine State Standards, students in Grades 9 and 10 will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.
 2. Given instruction based on the Sunshine State Standards, African American students in Grades 9 and 10 will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

3. Given instruction based on the Sunshine State Standards, Hispanic students in Grades 9 and 10 will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.
4. Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in Grades 9 and 10 will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.
5. Given instruction based on the Sunshine State Standards, economically disadvantaged students in Grades 9 and 10 will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.
6. Given instruction based on the Sunshine State Standards, Limited English Proficiency students in Grades 9 and 10 will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.
7. Given instruction based on the Sunshine State Standards, 50 percent of students in the lowest quartile will show learning gains on the 2007 administration of the FCAT Mathematics Test.

Strategies

1. Implement the Florida's Continuous Improvement Model and involve teachers in the data-driven decision making model. Using Edusoft as the means of data collection and implementing CIM. Teacher and student performance data will be disaggregated for the purpose of analysis and instructional adjustments in the classroom.
2. Develop and implement curriculum maps and instructional focus calendars in correlation with the District Competency-Based Curriculum, Sunshine State Standards in mathematics and FCAT Benchmarks with a emphasis in the areas of Geometry, Measurement and Algebraic Thinking.
3. Maintain a consistent focus in the area of Geometry and instruct in the remaining content strands of Measurement, Algebraic Thinking, Number Sense, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar by all mathematics teachers in grades 9 through 12. Additionally, mathematics instructors will support the Cross-Curricular Instructional Focus Calendar in the hopes of implementing strategies to improve reading, writing and science while simultaneously

increasing math skills.

4. Provide parents with information to enhance student achievement in mathematics through quarterly curriculum fairs, advisory council meetings, and online access to students' grades and attendance.

5. Provide students with performance-based activities, incorporating the use of manipulatives, technology and strategies to enhance problem solving and critical thinking skills.

6. Implement an after school tutorial program for low-performing students. A class will be offered for each FCAT strands. Using SPI to obtain FCAT scores, students will be placed in the tutoring class in which they need the most improvement.

7. Infuse the Cognitive Tutor Program into the regularly scheduled Algebra I and Geometry classes to reinforce content strands.

8. Implement the coaching model (planning with teachers, demonstrating a strategy and feedback) along with Curriculum Support Specialists and other support personnel from the School Improvement Zone and District.

9. Administer District-required interim assessments aligned to the Sunshine State Standards tested benchmarks.

10. In addition to the strategies listed above, the following strategies will be implemented for all subgroups (White, African American, Hispanic, Asian, American Indian, Economically Disadvantaged, LEP and Students with Disabilities):

Provide remedial instruction in small group settings for students requiring additional skills practice

Employ the assistance of student services personnel to provide parents with information regarding student progress and graduation requirements.

Provide differentiated instruction for students of various levels

Evaluation

Summative Assessment: 2007 FCAT Reading Test results

Formative Assessments will be done through progress monitoring which will include the following:

1. Diagnostic test at the beginning of the year for all students in grades nine and ten for appropriate placement in extended day curriculum programs.
2. Bi-weekly benchmark test results through the year will be analyzed for

student placement in enrichment and tutorials.

3. Interim Benchmark Assessments and Mock FCAT Mathematics Tests provided by the District will be administered and results analyzed to assess student learning gains in reading. Teachers will work collaboratively to decide student needs from the assessment results and discuss other factors that may have lead to low student achievement.

Research-based Programs

Summative Assessment:
2007 FCAT Reading Test results

Formative Assessments will be done through progress monitoring which will include the following:

1. Diagnostic test at the beginning of the year for all students in grades nine and ten for appropriate placement in extended day curriculum programs.
2. Bi-weekly benchmark test results through the year will be analyzed for student placement in enrichment and tutorials.
3. Interim Benchmark Assessments and Mock FCAT Mathematics Tests provided by the District will be administered and results analyzed to assess student learning gains in reading. Teachers will work collaboratively to decide student needs from the assessment results and discuss other factors that may have lead to low student achievement.

Professional Development

Professional development will be provided in the following:

1. CRISS
2. Power Writing
3. Florida Continuous Improvement Model
4. Cognitive Tutor
5. Collaborative Planning
6. Gizmo
6. Differentiated Instruction
7. Using Data to Drive Instruction

In addition to those professional development activities provided by District personnel, onsite mathematics professionals will provide in-services throughout the school year. Teachers will attend follow-up trainings periodically through collaborative planning periods to discuss classroom implementation, results and best practices.

Highly Qualified Instructors

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Prentice Hall Algebra MacDougal Little Geometry Cognitive Tutor Kaplan Instructional Materials Curriculum Specialist in Mathematics	Title I Funds Discretionary Funds School Improvement Zone	20000
Research-based Resource(s)	Prentice Hall Algebra MacDougal Little Geometry Cognitive Tutor Kaplan Instructional Materials	Title I Funds Discretionary Funds School Improvement Zone	5000
Technology	Cognitive Tutor Riverdeep FCAT Explorer	Title I Funds Discretionary Funds School Improvement Zone	20000
Professional Development	FCAT Explorer CRISS Using Manipulatives	Title I Funds Discretionary Funds School Improvement Zone	10000
Other	Edusoft Web-based Assessment program Additional texts Additional mathematics coaches (3) Curriculum Specialist in Mathematics	District Discretionary Funds	10000
Total:			65000.00

Goal:	Writing
--------------	---------

Needs Assessment An analysis of the 2006 FCAT Writing+ Test reveals that only 77 percent of all students in grade ten met the proficient level of 3.5. Additionally, 81 percent of all students improved their writing performance by 1 percent. This is a decrease from 2005 where 82 percent of all students had improved their writing scores by 1 percent. Further, in-house data analysis of the 2006 FCAT Writing+ reveals a need to provide additional assistance in writing skills to students within the subgroups of Students with Disabilities and Limited English Proficient. Moreover, the results show that while the students improved their expository average from a 3.4 in 2005 to a 3.5 in 2006, the persuasive average declined from a 3.7 in 2005 to a 3.5 in 2006. An assessment showed that the multiple-choice category of conventions was the

weakest area (with students, on the average, only scoring 8 of 16 possible points). All the compilation of data reveals that, across all subgroups, there is a need for additional enhancements in order to raise the FCAT Writing+ scores.

Objective	Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 82 percent of students scoring a 3.5 or above on the 2007 FCAT Writing+ Test.
Strategies	<ol style="list-style-type: none">1. Distribute a writing calendar to all Language Arts teachers in August, 2006. A modified version of the calendar will be sent to teachers instructing low performing students in all subgroups via Read 180 and Language Arts. This will ensure that all teachers are aligned and unified in their efforts in addressing writing from the beginning of the year.2. Implement writing in all content areas, through the mandate that all curriculum maps will reflect a minimum of three writing prompts per quarter. This emphasis will unite the school's writing agenda and all students will recognize that writing is a universal skill.3. Focus on a "Word of the Day" program, as noted in the Instructional Focus Calendar, in order to improve students' vocabulary in all classes. A mature vocabulary will improve student scores in the conventions rating, and many students who would normally score a 4 on their essay, could increase a point due to providing evidence of a mature vocabulary.4. Develop and implement a plan to promote the writing skills of Students with Disabilities and Limited English Proficient students through the buy-in from ESE and ESL Language Arts teachers.5. Conduct "pull-out" sessions with students in grade 11 who have not previously taken the FCAT Writing+ assessment (students who may be in 11th grade classes, but are 10th grade by credit status) in order to motivate and prepare them for the FCAT Writing+ Test. These "pull out" sessions will be conducted by Language Arts staff and/or Curriculum Support Specialists, and will focus on the elements needed for a passing essay: focus, organization, support, and conventions.6. Conduct Quarterly Writing Workshops/competitions for 9th and 10th grade students in order to create a school-wide focus on writing. Post superior student essays (those that were scored a 5 or a 6 in the 2006 administration) throughout the school.7. Utilize resources that will enhance students' writing, including but not limited to Learning Express and Power Writing. All students in all subgroups will utilize these resources and will benefit from this structure and feedback.

8. Implement the FCAT Chats where teachers will meet with all students in grade ten regarding their past performance in writing. This will allow for students to understand personal scores and set goals to reach the proficient writing level as identified by the State. These goals will assist all students in setting attainable writing goals, specific to an area of improvement (focus, organization, conventions or support).

9. Emphasize the teaching of writing with voice. According to the Division of Language Arts, the elements of writing, emphasizing voice, is what moves a paper to the five and six scoring range, as noted on the State of Florida's Writing rubric.

Evaluation The summative evaluation will be the 2006 FCAT Writing + Test results. Formative evaluations will be interim school-wide writing assessments, Learning Express and various prompts as administered through all content-area classes.

Research-based Programs The following research-based programs are being utilized: Learning Express, state adopted textbooks.

Professional Development A school-wide professional development was held for all staff on August 2, 2006, that focused on the Power Writing Formula.

Ms. Norma Craig from the Miami-Dade County Public Schools, Division of Language Arts will conduct a workshop on the impact of voice in writing.

Teachers will also be trained in Learning Express.

Budget

Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Learning Express CRISS	Title I Funds Discretionary Funds School Improvement Zone	30000
Research-based Resource(s)	Language Network Prentice Hall Grammar Learning Express CRISS	Title I Funds Discretionary Funds School Improvement Zone	2000
Technology	Software licenses Learning Express	Title I Funds Discretionary Funds School Improvement	3000

		Zone	
Professional Development	Curriculum Mapping FCAT Learning Express Training Power Writing Small Learning Communities	Title I Funds Discretionary Funds School Improvement Zone	1000
Other	Subs (coverage) \$100/day for 12 teachers;	Discretionary Funds	1200
Total:			37200.00

Goal:	Science
--------------	---------

Needs Assessment Based on the 2006 FCAT Science performance data 82 percent of the 11th grade students scored below proficiency in science. Physical /Chemical scores were 38 percent, an increase of 9 percent. Earth/Space stayed the same at 36 percent. Life/Environmental scores were 40 percent an increase from 29 percent in 2006. The scores of Scientific Thinking remained at 42 percent. When compared to the state means points by content, it is evident that Homestead Senior High students need to improve in all content cluster areas.

Objective Giving instruction using Sunshine State Standards 19 percent of the students in grade 11 will score at Level 3 or higher on the 2007 FCAT Science test.

- Strategies**
1. Utilize reciprocal teaching techniques, such as CRISS strategies, power writing, to increase student comprehension of written material that will impact scientific thinking.
 2. Implement the use of the updated Scope and Sequences and Curriculum Maps, Focus lessons by all teachers in Earth-Space Science, Biology, Physical Science, and Chemistry classes incorporating the CIM in instructor's lesson plans.
 3. Monitor students progress through lesson plans, bi-weekly benchmark assessments, and District developed quarterly assessments as reflected on the FCAT test.
 4. Generate data from school site biweekly benchmark assessments to be used to redirect classroom instruction and create tutorials.

5. Implement classroom activities and project based learning (including laboratories, cooperative learning, Gizmos) incorporating critical thinking strategies and utilizing project based software to provide students with an inquiry based scientific approach employing the scientific method in order to increase science process skills.
6. Provide opportunities for all students enrolled in core science courses to complete 10 hrs of science laboratory activity per quarter. Weekly laboratory will include hands-on activities using inquiry based activities to reinforce FCAT strategies.
7. Utilize computers and projectors to present focus lessons that will reinforce the FCAT science strands.
8. Increase parental involvement by providing access to information via the school based website listing science instructors and contacts, Science Competency Based Curriculum, Sunshine State Standards, curriculum maps, Scope and sequence, tutoring schedule, and links to FCAT websites to assist their own child in achieving a Level 3 or higher.
9. Coordinate curriculum efforts with the Mathematics and Language Arts departments in order to implement learning across the curriculum to assist student with all areas of the FCAT.
10. Provide tutorial programs and pull-out for students, targeting 11th grade and addressing the content cluster strands.

Evaluation

Summative evaluations will be based on the student scores on the 2007 FCAT Science administration. Formative bi-weekly benchmark assessments will be administered by teachers, which will monitor progress. Data generated by the school site quarterly assessments will be used to redirect classroom instruction and create tutorials. Pre/ Post test will be given by the district along with quarterly exams in each of the core science courses.

Research-based Programs

1. Earth Science, Geology, the Environment and the Universe, Glencoe; Florida Earth Science, Holt, Reinhart & Winston; Biology, Florida Edition, Prentice Hall.
2. Biology: Exploring Life, Prentice Hall; Physical Science, Physical Science with Earth Science, Glencoe; Chemistry, Matter and Change, Glencoe, Modern Chemistry, Holt, Reinhart & Winston; GIZMOS, computer based simulations.

Professional

Training will be provided to instructional staff in the following: Gizmos,

Development Power Point, Curriculum Mapping, Vertical Teaming, CRISS training, Power Writing, CIM model, Web Max (Audio Visual Film and Video Center) and Science Focus Lessons.

Highly Qualified Instructors

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Riverdeep's Logal Science	Title I Funds Discretionary Funds School Improvement Zone	3000
Research-based Resource(s)	Science Dailies	Title I Funds Discretionary Funds School Improvement Zone	500
Technology	Science hardware and software: Sci-Tech TCR Connections Computer-Based laboratory	Title I Funds Discretionary Funds School Improvement Zone	1500
Professional Development	Gizmos-	Title I Funds Discretionary Funds School Improvement Zone	16500
Other	Materials: Vernier Data Collector and Probes Subs for training Curriculum Specialist for Science Bulbs for Projectors		1300
Total:			22800.00

Goal:	Parental Involvement
--------------	----------------------

Needs Assessment A large number of parents are Haitian Creole as identified by 39 percent of our students being African American. Additionally, 51 percent of the students are Hispanic which also identifies parents as Spanish speakers. There is a need for the Community Involvement Specialist (CIS) to give information about school activities to parents through module information meetings in native languages. The lack of information in the past has proven to be an obstacle for parent attendance at academic events and overall student achievement. During the 2005-2006 school year, the PTSA reported through service logs that less than 100 parents participated in all Parent Academy/Bilingual sponsored activities.

Objective	Given the need to provide parents with the tools to assist in the academic success of their children, the national PTA standards will be employed during Parent Academy/Bilingual workshops in which no less than 125 parents will attend as evidenced by service logs.
Strategies	<p>1. Offer parents a variety of nine courses through the Parent Resource Center in collaboration with the Parent Academy, Bilingual Parent Outreach, and College Assistance Program on topics including literacy, household finance, time management skills, effective parent/teacher communication and career preparation skills. The diversity in programming will allow for additional parental attendance at sponsored events. (National PTA Standard # V)</p> <p>2. Work with the Miami-Dade County Public Schools Parent Teacher Student Association to offer additional assistance to parents through the local PTSA thus increasing the number of parents attending the school's PTSA meetings. (National PTA Standard # V)</p> <p>3. Provide an onsite parent resource center where information and access to pertinent resources for parents and community members can be attained, creating a greater partnership between all stakeholders. (National PTA Standard # I & IV)</p> <p>4. Conduct home visitations in efforts to increase student attendance, parent participation and overall student achievement. These services will be provided by the school's community involvement specialist and social worker. (National PTA Standard # I)</p> <p>5. Utilize the ConnectEd system to inform parents of events in the parents' native languages thus increasing parental attendance at Parent Academy/Bilingual sponsored activities.</p> <p>6. Organize an annual family/community dinner to recognize parent volunteers as well as demonstrate the significance of the role parents and community play in the student achievement. (National PTA Standard # IV)</p>
Evaluation	The evaluation of successful implementation of the aforementioned strategies will be apparent by the increase of parental involvement as evidenced by at least 125 parents documented on the service logs for each Parent Academy/Bilingual sponsored event.
Research-based Programs	The National PTA PASSport to Success

Professional Development

The District’s Title I Office will provide workshops for the community involvement specialists on the topics of:

1. PASSport to Success
2. Children and Families Services
3. Family Literacy
4. Truancy & the Referral Process
5. After-school Programming
6. Social Services

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	National Parent Teacher Student Association		0
Research-based Resource(s)			0
Technology	Computers	Discretionary Funds	3000
Professional Development	PassPort to Success Title CIS meetings Bi-lingual Outreach Parent/Student Orientation	Discretionary Funds	0
Other	2 Community Involvement Specialist Marketing and Public Relations Guest Speakers and Training Materials	Title 1	59826
Total:			62826.00

Goal:	Return on Investment
--------------	----------------------

Needs Assessment

Compared to similar schools, Homestead Senior High School's percentile ranking for 2004-2005 school year is 31 and the percent of the highest ROI value is 58 percent.

Objective	Homestead Senior High School will improve its ranking on the State of Florida ROI index publication from the 31st percentile in 2005 to the 50th percentile on the next publication of the index.
Strategies	<ol style="list-style-type: none"> 1. Become more informed about the use of financial resources in relation to school programs. 2. Collaborate with the district on resources allocation. 3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. 4. Consider shared use of facilities, partnering with community agencies.
Evaluation	On the next State of Florida ROI index publication, Homestead Senior High School will show progress toward reaching the 50th percentile.

SCHOOL ADVISORY COUNCIL

- Yes No The majority of the SAC members are not employed by the school.
 The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

SAC Involvement

The School Advisory Council is known as the Educational Excellence School Advisory Council in Miami-Dade County. The Council is the sole body responsible for making final decision on matters concerning school improvement. The power and authority is vested in the provisions of Sections 1001.42(16) and 1008.345 F.S.

The district is working with the school to recruit additional community and business members to reflect the student population served by the school.

FINAL BUDGET

Issues to Address	Describe Resources	Funding Sources	Total Amount Available
Research-based Program(s)	Reading: McDougal Littell Language of Literature Mathematics: Prentice Hall Algebra MacDougal Little Geometry Cognitive Tutor Kaplan Instructional Materials Curriculum Specialist in Mathematics Writing: Learning Express CRISS Science: Riverdeep's Logal Science Parental Involvement: National Parent Teacher Student Association	Reading: School Improvement Zone Title Available: \$10000 Mathematics: Title I Funds Discretionary Funds School Improvement Zone Available: \$20000 Writing: Title I Funds Discretionary Funds School Improvement Zone Available: \$30000 Science: Title I Funds Discretionary Funds School Improvement Zone Available: \$3000 Parental Involvement: Available: \$0	63000.00
Research-based Resource(s)	Reading: Read 180 Language of Literature Reading Plus Soar to Success Mathematics: Prentice Hall Algebra MacDougal Little Geometry Cognitive Tutor	Reading: Title I Funds Discretionary Funds School Improvement Zone Available: \$80000 Mathematics: Title I Funds Discretionary Funds School Improvement Zone Available: \$5000 Writing: Title I Funds	87500.00

	<p>Kaplan Instructional Materials Writing: Language Network Prentice Hall Grammar Learning Express CRISS Science: Science Dailies Parental Involvement:</p>	<p>Discretionary Funds School Improvement Zone Available: \$2000 Science: Title I Funds Discretionary Funds School Improvement Zone Available: \$500 Parental Involvement: Available: \$0</p>	
Technology	<p>Reading: Read 180 FCAT Explorer Reading Plus Mathematics: Cognitive Tutor Riverdeep FCAT Explorer Writing: Software licenses Learning Express Science: Science hardware and software: Sci-Tech TCR Connections Computer-Based laboratory Parental Involvement: Computers</p>	<p>Reading: School Improvement Zone Title 1 Available: \$50000 Mathematics: Title I Funds Discretionary Funds School Improvement Zone Available: \$20000 Writing: Title I Funds Discretionary Funds School Improvement Zone Available: \$3000 Science: Title I Funds Discretionary Funds School Improvement Zone Available: \$1500 Parental Involvement: Discretionary Funds Available: \$3000</p>	77500.00
Professional Development	<p>Reading: CRISS Training Teaching Reading at the High School Mathematics: FCAT Explorer CRISS Using Manipulatives Writing: Curriculum Mapping FCAT Learning Express Training Power Writing Small Learning Communities Science: Gizmos-</p>	<p>Reading: Title I Funds Discretionary Funds School Improvement Zone Available: \$10000 Mathematics: Title I Funds Discretionary Funds School Improvement Zone Available: \$10000 Writing: Title I Funds Discretionary Funds School Improvement Zone Available: \$1000 Science: Title I Funds Discretionary Funds School Improvement Zone Available: \$16500</p>	37500.00

	Parental Involvement: PassPort to Success Title CIS meetings Bi-lingual Outreach Parent/Student Orientation	Parental Involvement: Discretionary Funds Available: \$0	
Other	Reading: Classroom Libraries Media Center Additional texts Additional reading coaches (3) Mathematics: Edusoft Wed-based Assessment program Additional texts Additional mathematics coaches (3) Curriculum Specialist in Mathematics Writing: Subs (coverage) \$100/day for 12 teachers; Science: Materials: Vernier Data Collector and Probes Subs for training Curriculum Specialist for Science Bulbs for Projectors Parental Involvement: 2 Community Involvement Specialist Marketing and Public Relations Guest Speakers and Training Materials	Reading: School Funds Title I Funds Discretionary Funds School Improvement Zone Available: \$100000 Mathematics: District Discretionary Funds Available: \$10000 Writing: Discretionary Funds Available: \$1200 Science: Available: \$1300 Parental Involvement: Title 1 Available: \$59826	172326.00
		Total:	437826.00

IMPLEMENTATION EVALUATION

The District contact will utilize the Schoolwide Instructional Review (SIR) form-Secondary for monitoring principals and schools in the implementation of the K - 12 CRRP. These reviews will be conducted quarterly at Homestead Senior High School. The SIR form focuses on examining the schoolwide implementation of the K-12 CRRP targeting: Data Analysis, Intensive Reading Block, Intensive Reading Plus Block, Extended Learning Services and Progress Monitoring Plan (PMP).

Classroom assessment data will be utilized as a diagnostic for professional development, site-based support or other identified needs. This disaggregated data will also be used for identifying instructional groups, and denoting strong and weak benchmark areas.

Homestead Senior High School will be implementing the 8-step Continuous Improvement Model in order to meet the objectives within our School Improvement Plan. Interim quarterly assessments are administered and analyzed using Edusoft. They are used to monitor students' achievement on the tested benchmarks. Teachers will utilize their curriculum maps, focus calendar and the student assessment results to monitor progress and achievement level. Based on the results either enrichment or reteaching of the non-mastered target areas will be done.

Teachers are working together to modify curriculum maps and instructional focus calendars through professional staff development, collaborative planning, and departmental meetings.

The entire process is monitored by the State, District, School Improvement Zone, and School Site Administrators.

Members	Signature
1) Henry N. Crawford, Ed. D , Principal	
2) David Hall , SAC Chair	
3) Joshua Bullard , Union Steward	
4) Marc-Arthur Jean-Louis , Teacher	
5) Alma Fernandez , School Support Personnel	
6) Nalini Poonen , Parent	
7) Everett Sewer , Parent	
8) Freddie Chaney , Parent	
9) Brigitte Jones , Parent	
10) Enedelia Goodman , Parent	
11) Cynthia Moore , Parent	
12) Gary Moore , Parent	
13) John Joseph , Business Member	
14) Suzanne Durnin , Business Member	
15) Victor Hixson , Business Member	
16) LaTonia Harris , Assistant Principal	
17) Melissa Masters , Teacher	
18) Jean-Marie Penny , Teacher	
19) William Carr , Teacher	