



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: HOMESTEAD SENIOR HIGH SCHOOL

District Name: Dade

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

SAC Chair: Sadiq A. Abdullahi, Ed. D

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board Approval

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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.

The School Improvement Zone has set five goals for each “F” school with site specific strategies to be developed through collaboration with highly qualified staff:

- No grade below “C”
- Reading Improvement
- Mathematics Improvement
- Writing Improvement
- Science Improvement

Homestead Senior High will continue to review data and refocus instruction to achieve these goals.

Additionally, Homestead Senior High will incorporate all of the following School Improvement Zone initiatives into its final school plan:

Repeat “F” schools will:

- Increase the number of reading and mathematics coaches, one per grade level.
- Implement a 9th Grade Freshman Academy either off site or in a separate cluster of the school building organized with a distinct administrative and student services team.
- 9th grade students will be enrolled in a transition course that will utilize Tools for Success and Classroom Inc. curriculum materials to support independence and academic achievement and will have smaller class sizes with differentiated instruction to address individualized learning needs.
- 9th Grade Orientation will be provided to all incoming 9th grade students prior to school opening and will be developed in collaboration with student services, parents, community, and schools to introduce the transition to high school and graduation requirements, SES service providers, school site tutorial services, and other unique programs which will provide individualized academic assistance.
- 9th grade students and parents will be required to sign a contract which will outline the commitment of M-DCPS to provide academic enrichment for each student.
- All 11th graders will be enrolled in a science course (preferably Integrated Science) with appropriate support materials and professional development.
- The Principal will be retrained in a structured, organized five minute walk-through to observe the evidence of high quality instructional delivery on a daily basis.
- Reform programs will be implemented in each “F” feeder pattern as part of Secondary School Reform, and will include AVID, a program dedicated to helping students achieve their goals for going to college through support of academic monitoring and tutoring, Socratic questioning and collaborative learning and the

College Board which will continue to infuse rigor across the curriculum.

- Vertical articulation activities will be expanded to include reform programs put in place, added rigor and development of new strategies for academic achievement, and a Professional Learning Community to look at student work.
- Utilize unique college and university partnerships to promote academic achievement, rigor, and for the development of career goals.
- Implement a new attendance program outlined by M-DCPS that addresses school tardiness and truancy.
- Implement the Rise to Rigor initiative in conjunction with advanced academics.

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community

Homestead Senior High School is a true reflection of Miami-Dade County's cultural diversity. Homestead Senior High School is a Title I school located in the city of Homestead which is immediately adjacent to Florida City, and these two cities comprise the greater Homestead area. Some of the notable unincorporated communities in the area are Redland, Naranja, and Princeton. Historically, the major economic industries in this area have been agriculture and the Homestead Air Force Base. Homestead has similar demographics to the rest of the county with a few glaring differences. There is a large percentage of the Haitian and Mexican population of which many are migrant agricultural workers. After years of struggling to overcome the destruction from Hurricane Andrew and the reduced status of Homestead Air Force Base, the greater Homestead area is now experiencing rapid growth. This demographic growth has created new challenges for Homestead Senior. Homestead Senior High School Auditorium and Media Center is currently under renovation.

Student Demographics

The student body at Homestead Senior High School is diverse. While student enrollment at the close of the 2006-2007 school year was approximately 2400, the projected enrollment for 2007-2008 is 2876. The 2007 FCAT percentages for standard curriculum in Reading are 63% Level 1, 25% Level 2, 14% Level 3, 4% Level 4, and 6% Level 5. In addition, percentages in Mathematics reflect 40% Level 1, 30% Level 2, 20% Level 3, 9% Level 4, and 1% Level 5.

Teacher Demographics

Currently, Homestead Senior High School all instructional staff are certified. For students enrolled in the standard curriculum program, the student to teacher ratio is 22:1. The faculty consists of 181 teachers and 6 administrators. Of the faculty 99 have Bachelor degrees, 73 have Masters degrees, 2 have Specialists, and 9 have Doctoral degrees. According to the 2005-2006 statistics, the average number of years teaching in Florida was nine while 31% percent of the teachers were new to the school. Finally, there were 14% who are beginning teachers. Instructional vacancies at this time are: Mathematics (2), Art (1), Band (1), Childhood (1), and Spanish (1).

Attendance Rate

According to the 2005-2006 School Characteristics report, the student attendance rate was 88%. Furthermore, the report indicated that 53 had perfect attendance, 505 students were absent between one and five days, 585 students were absent between six and ten days, 464 students were absent between eleven and fifteen days, 394 students were absent between sixteen and twenty days, and 1284 students were absent between twenty-one or more days. For the 2006-2007 school year, Homestead's student attendance rate improved from 88.3% to 90.4%.

Promotion/Graduation/Retention Rates

As reflected in the 2005-2006 school profile, the promotion rate for Homestead Senior was 88.8%. Further analysis showed the following retention rate for each respective grade level: ninth (12.6%), tenth (11.4%), eleventh (14.3%), and twelfth (5.1%). In addition, the average overall dropout rate for Homestead Senior High School was 3.6%. By grade level, 3.7% of ninth grader students, 3.7 of tenth grader

students, 3.6 of eleventh grader students, and 3.6 of twelfth grade students dropped out of school that school year.

The school's graduation rate for the 2006-2007 was 74% as compared to the 2005-2006 which was 63%.

Feeder Pattern

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 and Beatrice Elementary School, Laura C. Saunders Elementary School.

Special Programs

Homestead Senior High School will implement the nationally research secondary school reform program. Through the small learning communities initiative, Homestead Senior offers the following career academy programs for students to select based upon their aspirations or interests:

- Bronco Preparatory Academy for all ninth grade students
- Academy of Information Technology
- Academy of Visual and Performing Arts
- Academy of Hospitality and Tourism (magnet)
- Academy of Aviation and Aerospace (magnet)
- Academy of Health Sciences

The Academy of Health Sciences which received accreditation from the National League for Nursing Accrediting Commission (NLNAC) in their Practical Nursing Program strand while maintaining an exam rate that matches or exceeds the national rate on the Florida State Board of Nursing Licensing Exam. In addition, this program has served as an excellent model for the School-To-Career initiatives leading to school improvement.

Homestead Senior High School also offers an Advanced Placement program as a Florida Partnership school with College Board.

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 Senior 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.

SCHOOL MATCH

The administrative and leadership teams, in conjunction with state reports, selected William T. Dwyer High School in Palm Beach County as a school match. William T. Dwyer High School has demonstrated all the characteristics of an effective performing school for the following reasons:

William T. Dwyer High School is an "A" school with the following demographics: White 67%, Black 26%, Hispanic 7%.

William T. Dwyer High School implements an Academy Program with interdisciplinary career instruction infused in core courses and career goals for each student.

By the end of the school year 2007-2008 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.

Mrs. Kerri Maysonet, Vice Principal, holds a Bachelor of Arts Degree in Education and a Masters Degree in Exceptional Student Education/Educational Leadership. She is certified in Special Learning Disabilities and Educational Leadership. Mrs. Maysonet has seven years of experience as an Assistant Principal. In addition, Ms. Maysonet provided leadership to all curricular department chairs to achieve maximum results. Through her guidance and support, Homestead Senior High School yielded gains in the areas of reading and mathematics. Her commitment and diligence to students is demonstrated in efforts that ensured rigorous instruction like the induction of vertical teaming and cross departmental collaborations.

Mr. Juan Carlos De Armas, Assistant Principal, holds a Bachelor of Science in Criminal Justice and a Masters of Science 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, 2 years experience as a Reading Coach, and one year as an Assistant Principal. Mr. De Armas was instrumental in helping Campbell Drive Middle School move from a "D" to a "C". He was instrumental in helping Homestead Senior High increase its student attendance in 2006-2007.

Mr. Francisco M. Sauri, Assistant Principal holds a Bachelor of Science in Special Education, a Masters of Science in Varying Exceptionality, and a 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 three years experience as Assistant Principal at Homestead Senior High School. Mr. Sauri holds certification in Special Learning Disabilities K12, ESOL endorsement, Educational Leadership K12. He was instrumental in helping Homestead Senior High increase its student attendance in 2005-2006 and 2006-2007.

Dr. Gactjens Saint-Hilaire, Assistant Principal, holds a Bachelor of Science degree in Finance from North Carolina A & T State University; Masters of Science degree in Educational Leadership from Florida Atlantic University; Specialist degree in Mathematics Education from Florida State University; Doctorate degree in Educational Leadership from Nova Southeastern University where his doctoral thesis was on technology integration in mathematics. Dr. Saint-Hilaire has taught mathematics for 6 years, was mathematics teacher of the year, and has served as team leader for three years. For the past three years, Dr. Saint-Hilaire has implemented an Early Bird Educational Enhancement Program (EBEEP) for all the students at Miami

Edison Middle from 6:40 A.M. to 7:40 A.M. to assist students with their educational needs before school begins each day. Students who participated in the EBEEP have consistently outperformed the other students every year since its interception. He was instrumental in helping the school improve its academic performance from an “F” to a “C”.

Ms. Kimberly Morgan, Assistant Principal, holds a Bachelor of Science in Elementary Education, a Masters of Science in Reading, and a Specialist in Educational Leadership. She is certified in all degreed areas. Ms. Morgan has ten years of experience as a teacher, five of which was serving as a Reading Coach/Department Chair for Reading and Language Arts. In addition, Ms. Morgan is a Reading Endorsement instructor through the Teacher Education Center and an adjunct instructor at Miami Dade College. Ms Morgan’s area of expertise is with data driven instructional focus. Having implemented the Continuous Improvement Model at Centennial Middle School, Ms. Morgan was instrumental in the significant increases made in reading and the school’s grade improving from a “C” to a “B” in the 2005/2006 school year. She has developed instructional focus calendars and implemented benchmark assessments in all core subjects and monitored student progress through the data obtained from those assessments.

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.

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Currently, there is a recruitment drive such as ongoing outreach to local in and out-of-state colleges and universities, as well as alternative recruitment methods of non-education majors through the Internet. 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 the following will be utilized: support through professional development that strengthens the knowledge base in reading, access to mentor teachers, and collaboration with colleagues.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Homestead Senior High School utilizes the 8-Step Florida Continuous Improvement Model (FCIM). The FCIM is a data-driven, results-oriented school improvement model which incorporates W. Edward Deming's Total Quality Management model (TQM) and Effective School Research. The CIM model has been successfully implemented fully by several school districts, much notably Brazosport Independent School District in Texas. The FCIM will be implemented as follows: PLAN- 1) Disaggregation and analysis of student performance data for instructional planning. 2) Development of Instructional Focus calendars in reading, mathematics, writing, and science based upon targeted Sunshine State Standards. 3) Utilization of academic instructional focus calendars posted throughout the school. DO- 4) Establishment of instructional priorities incorporating research-based strategies for each academic course. CHECK- 5) Administration of frequent mini - assessments based upon targeted benchmarks. 6) Implementation of "Data Chats" between students and teachers to discuss student assessment performance and establish attainable goals. ACT- 7) Utilization of alternative instructional delivery methods such as Creating Individual Student-owned Strategies (CRISS), will be provided through in-school tutorial, remediation, or enrichment based upon specific student needs. 8) Monitoring of FCIM implementation in the classrooms via observation and data analysis by the Principal, Vice Principal, Assistant Principals, reading coach, and mathematics coach to ensure that informed decisions are made regarding instructional practices, professional development and monitoring of student progress.

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 Senior High School communicates with parents in many other ways:

1. Annual open house events
2. Telephone calls from teachers and administrators on as-needed basis
4. Parent-teacher conferences
5. Parent link on the school's web site
6. ConnectEd

All written notification is provided to parents in the three dominant languages: English, Spanish, and Creole.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

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 prior to schools starting. Listed are teacher mentoring activities:

1. A mentor has been assigned to each beginning teacher and teacher in need of improvement . All mentor teachers have received mentoring training. Mentees are matched with experienced teachers who can provide guidance and support throughout the school year.
2. The Assistant Principal and Lead Teacher will meet regularly with beginning teachers and teachers in need of improvement to share best practices, answer questions and provide support.
3. Release time will be provided for the mentor teacher to observe the mentee's class and provide feedback.
4. Mentees must meet with their mentors ongoing to discuss and share ideas.
5. Mentees and mentors meet with the Principal or Principal's quarterly to discuss their professional growth activities and to discuss and evaluate the effectiveness of the activities and how it has been reflected in the mentees classroom.

A classroom visitation schedule has been developed for all administrators 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 classroom walk-throughs and input from department chairs, teachers in need of assistance will be identified and assigned to an appropriate mentor partner.

For the 2007 -2008 school year, Homestead Senior High School has the following new teachers at this time:

Employee Employee # Subject Area Mentor Teacher

Christopher Coleman Pending Band Sabrena Whitehead
 Timothy Lester 288989 Chorus Cynthia Berner
 Ada Ramirez 289064 Math Linda Soraindo
 Liz DeLasCuevas 287324 Business Tamelya Moore
 Kenneth Lee 281452 P.E. Bobby McCray
 Mikerlande Gedeum 288070 Social Studies Social Studies

The Reading Coaches will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading program, and research-based reading instruction. Duties 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. Duties included are 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 teachers who will implement effective teaching strategies to eventually execute these plans within the classroom. In addition, the Reading Coach will continue in increased efforts to ensure high-fidelity implementation of reading instruction.

The mentor teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their instructional skills to optimum progress, and provide follow-up activities that extend the application of new knowledge to impact student achievement. Mentor 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 intensive instruction in Reading and Mathematics using differentiated and targeted instruction. Students will be initially diagnosed using SRI, ORF, and DAR assessments. In addition, progress monitoring of student achievement through the tri weekly assessments will be conducted. Teachers will be assigned courses based upon performance determined by disaggregated data from the 2006 -07 FCAT.

2. Remediation and FCAT preparation will be provided for all students, including all subgroups, in Reading, Mathematics and Science during the tutorial program.

3. The following remediation and FCAT preparation will be provided for targeted students:

Pull Out Writing (45 minutes/Week)

Pull Out Science (45 minutes/Week)

Pull Out Mathematics (45 minutes/Week)

Pull Out Reading (45 minutes/Week)

4. Tutoring programs

Before/After School/Saturday Tutorial: 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.

5. 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.

6. 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 Pre- AP and AP courses during the 2007-2008 school year. This initiative is consistent with the College Board Rise to Rigor program.

7. Homestead Senior High School will implement an eight period day for all students during the 2007-2008 school year. All students in 9th and 10th grade who are currently functioning at a Level 1 in Reading or Mathematics are enrolled in an intensive remediation course. All 11th and 12th grade students who have not passed the FCAT are in enrolled in remediation courses as well. All 11th and 12th grade students who have passed the FCAT but are currently functioning in the Level 2

range (300-326) will be homogeneously grouped in their literacy courses.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

Homestead Senior assists their teachers in becoming more diverse in their instructional styles by offering a variety of professional development on or near the school campus. The implementation of CRISS strategies is highly infused throughout daily lessons in all subject areas. These strategies along with others, allow teachers to identify the needs of students while providing instruction that will help students to absorb, use, and develop daily learning skills. This year teachers can select from a variety of professional development trainings on best-practices, Learning Express, learning community, and Compass Odyssey.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

During Professional Development Days for the opening of school for the 2007-2008 school year, faculty will participate in a school-wide data disaggregating activity (DART) in which faculty will analyze the 2007 FCAT demographic data results. As part of our school improvement model, Florida Continuous Improvement Model (FCIM), all core subjects and grade level teams will be discussing data results at our weekly collaborative meetings to assess the needs and instructional strategies of each student. Due to our increase in writing scores, additional professional development will be offered during the Professional Development days. In addition, the SIP will be reviewed and tied directly to each department.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

Baseline Testing - Reading, Mathematics, Writing, Science - August, 2007

FCAT Assessment - March, 2008

District Interim Assessment - November, 2007; January, 2008; April, 2008

FCIM benchmark assessments- On-going

Writing Prompt - Monthly

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

Small Group intervention

Cooperative Learning Groups

Hands-on Instructional Activities

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

☒ Different Innovative Approaches to Instruction

☒ Responsibility of Teaching Reading for Every Teacher

- ☒ Quality Professional Development for Teachers and Leaders
- ☒ Small Learning Communities (SLC)
- ☒ Intensive Intervention in Reading and Mathematics
- ☒ Course Choice Based on Student Goals / Interests / Talent
- ☒ Master Schedules Based on Student Needs
- ☒ Parental Access and Support
- ☒ Applied and Integrated Courses
- ☒ Academic and Career Planning

Checked Items are located in the following areas:

- Different Innovative Approaches to Instruction: Extended Learning Opportunities and Strategies
- Responsibility of Teaching Reading for Every Teacher: Reading Objectives and Strategies
- Quality Professional Development for Teachers and Leaders: CRP Related Items and Schools Graded C or Below
- Small Learning Communities: School Profile/Demographics
- Intensive Intervention in Reading and Mathematics: CRP Related items
- Course Choice Based on Student Goals/Interests/Talent: CRP Related items
- Master Schedules: CRP Related Items and Schools Graded C or Below
- Parental Access and Support: Parental Involvement Objective
- Applied and Integrated Courses: Reading and Mathematics strategies
- Academic and Career Planning: School Profile/Demographics

GOALS

Goal:	Reading
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Needs Assessment Based on the disaggregated 2007 FCAT Reading Test Administration, 88 percent of all students are not achieving high standards in reading. Specifically only 14 percent of students in grade nine and 12 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. A 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 58 percent scoring at Level 3 or higher on the 2008 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 58 percent scoring at Level 3 or higher on the 2008 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 58 percent scoring at Level 3 or higher on the 2008 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 58 percent scoring at Level 3 or higher on the 2008 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 58 percent scoring at Level 3 or higher on the 2008 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 58 percent scoring at Level 3 or higher on the 2008 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 2008 administration of the FCAT Reading Test.

Strategies

1. 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 FCIM benchmark tests allowing for the adjustment in instruction and improved instructional decisions.

2. Prescribe intervention for students based on their formative test results, providing differentiated instruction.

3. 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.

4. Utilize research based reading resources as intervention programs including Read 180 with Level 1 students (95 minute literacy block per day with the same instructor), Reading Plus with Level 2 students (95 minute literacy block every other day with the same instructor)

5. 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.

6. Enroll all Level 1 and 2 students in a 95 minute daily instructional block. The District will provide an Intensive Reading classes for students in need of vocabulary and comprehension instruction. (Students lacking fluency are to be placed into the Intensive Reading "Plus" class). The Intensive Reading class will focus on effective reading strategies and differentiated instruction that reinforces whole-group instructions and provide opportunity for intervention within the classroom context.

Homestead Senior High Intensive Reading Instructional Blocks

- Description of "Reading" course =Level 3, if offered
- Description of "Advanced Reading" course =Level 4, 5, if offered
- Comprehension and vocabulary instruction reinforced through the content areas=Levels 1 though 5.

The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Content area textbooks are challenging in that they contain subject-specific vocabulary, dense information, and unfamiliar concepts.

Students in content area classes must receive instruction in reading strategies in order to meet the unique requirements of the individual content area.

Students must learn to read and understand expository text in order to gain information from pictures, maps, charts, diagrams, and other texts.

Students must be able to:

- understand the organization of their textbooks, including bold-faced type, icons, italics, etc...
- recognize organizational patterns in text;

Final M-DCPS Comprehensive Research-based Reading Plan 53

- understand how pictures and other graphic representations contain information that is important to understanding the text;
- understand that reading is a process and utilize appropriate reading strategies before, during, and after reading;
- know which reading strategies are appropriate to use with a particular text;
- use a variety of study and note-taking skills;
- understand vocabulary context clues provided by the author; and
- use word attack skills.

To support students' efforts, content area teachers must be trained to use and to teach reading strategies that are effective for their subject areas. Reading Coaches will model lessons in the classrooms to demonstrate the infusion of reading in the content areas. Homestead Senior High created an Instructional Flow Chart and Curriculum Maps which targets specific reading benchmarks across the curriculum.

Description of "Intensive Reading" course

1. Minutes of daily uninterrupted reading instruction 95 minute block--Note: Suggested minutes in each activity are flexible to the needs of students and teachers)

All FCAT Level 1 students regardless of whether they are fluent will be placed in an Intensive Reading class. In addition, all FCAT Level 2 students will be placed in a reading class or a homogeneously grouped Language Arts class. Students classified as Level 2 and/or has a past history of high performance on the FCAT may be exited from a reading class only if they meet all of the following criteria:

- performed at FCAT Reading SSS Level 3 or higher on previous administrations of the FCAT;
- mastered all grade level benchmark assessments for the past two years;
- scored above the 51st percentile on the FCAT NRT on the previous two administrations of the NRT;
- received above average grades in language arts and/or reading coursework during the previous two school years.

All of the above criteria must be met to exit a student from a reading class.

Utilizing assessment data, students will be prioritized for support through the provision of an Intensive Reading class. The intent of the Intensive Reading class is to assist the student in overcoming their deficits and close the achievement gap. The school site will monitor student progress and adjust intervention services as needed.

Miami-Dade County Public Schools' Comprehensive Research-based Reading Plan outlines an Intensive Reading class for grades 9-12. It is highly encouraged that the composition of the Intensive Reading class and an Intensive Reading Plus class include students with disabilities (SWD) and regular education students, both of whom meet the stated criteria.

Additionally, it is recommended that in-class support with an ESE teacher is provided to SWD who need more intensive support, which will also lower the pupil-to-teacher ratio. Inclusive settings are a successful way of providing all students with the appropriate differentiated instruction need for reading instructions.

2. Level 1 and 2 students in need of decoding, fluency, vocabulary, and comprehension instructions=minimum of 95 minutes daily

3. Describe how you will integrate authentic literature into the school wide reading plan to include classroom libraries and leveled text.

a. Daily Independent reading practice monitored by the teacher in all reading classrooms using classroom libraries. All schools in M-DCPS will use one of the state-adopted reading texts (Read XL and Reading and Writing Sourcebook) thus incorporating authentic literature as an integral part of the Intensive Reading classes. Additionally, the district has purchased classroom libraries for senior high schools comprised of leveled text. Teachers will receive professional development to assist them with instructions for using the libraries effectively and for monitoring student progress in fluency, vocabulary and comprehension.

b. Wide reading of fiction and nonfiction text representing a range of levels, interests, genres, and cultures. The reading program will include authentic literature through the use of classroom libraries composed of a variety of fiction and nonfiction titles representing a variety of cultures and genres. The books will be leveled for each classroom based on student assessment data from reading diagnostic measurements.

c. How will the books be leveled?

The District will utilize the levels provided by Accelerated Reader to assist teachers in selecting appropriate texts to include in a classroom library. Additionally, the District will provide professional development to teachers regarding leveling text.

d. How will teachers determine the leveled text appropriate for students?

Teachers will utilize the assessment data as well as Accelerated Readers levels to assist teachers in matching students to text.

4. Describe how all content area teachers will incorporate reading into subject areas including a description of the utilization of leveled text.

a. Project CRISS

The District has invested funds, personnel and professional developing in the establishment of a cohort of teachers and administrators who are certified Project CRISS trainers. These trainers have provided ongoing, systematic professional development and support to teachers of all levels and all content areas. The implementation of Project CRISS in the content areas provides teachers with effective reading strategies that support students as they interact with grade level text. The school site administrators will monitor the content area instructions to ensure that all students are provided instruction inclusive of effective reading strategies.

b. Guided Instructions in comprehension strategies before, during, and after reading through explicit modeling (think-alouds), practice in instructional level texts, and feedback

The District has developed an instructional framework for content area teachers focusing on critical thinking strategies that consist of expository and informational text. This framework includes explicit instructions in the Sunshine State Standards tested benchmarks, not focusing on FCAT practice. The framework provides teachers with a standards set of procedures that unitizes their subject area text. The school site administrators will monitor the

content area instructions to ensure that all students are exposed to effective reading strategies.

5. Describe how writing will be incorporated across the curriculum:

- a. Before reading
- b. During reading
- c. After reading

Writing will be incorporated across the curriculum through the utilization of the Project CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Essentials of Reading, Reading Works/ Workout!, Power Writing, and CORE). These writing strategies include reader response, journal writing, essay questions writing, etc. Before reading strategies will activate prior knowledge; students writing may include: quick-writes, mapping, brainstorming, essay questions or journal entries. Writing will be incorporated across the curriculum during whole-group and differentiated instructions, to monitor students' learning. These writing strategies may include: reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, or RAFT (RAFT is essay writing that includes a role, audience, format and a topic plus a strong verb). Writing after reading may include: writing a summary, a learning log entry, writing peer responses, or creating a summary poem. All writing strategies should enhance teaching and learning in the content area classrooms.

Evaluation

Summative Assessment:
2008 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. FCIM 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. Reading Plus
3. State adopted texts and tools

1. Describe the research-based instructional materials used in the reading program.

Include a description of how they will be integrated:

A high-quality reading program must include instructional materials that incorporate the five essential elements of reading instruction. The materials must be research-based and should address the specific reading deficiencies of students based on assessment results.

- a. Supplemental reading programs (SRP) Schools will utilize one of the two (2) following SRPs in their Intensive Reading classes:

Reading Plus (state-adopted) – materials serve as the instructional platform for students needing support to improve word study, vocabulary and comprehension skills. Each Reading lesson includes sections on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, and guiding comprehension aligned to benchmark instruction.

Reading and Writing Sourcebook (state-adopted) – is an interactive text with a high interest authentic literature combined with focused reading and writing instruction activities. Explicit reading and writing instruction assists students in developing higher order thinking skills. The text supports instruction in vocabulary, comprehension, and writing. Schools will utilize one of the following two (2) SRPs for Intensive Reading Plus classes:

Read 180 – is a comprehensive reading intervention program for struggling readers in grades 4-12

2. The goals of the program are to increase students' decoding, fluency, vocabulary, and comprehension skills. Strengths of this program include:

- 1) research-based comprehension instructional techniques are used
- 2) repetition of and multiple exposures to vocabulary and immediate corrective feedback are provided, and
- 3) scaffolding is consistently provided throughout the provided.

- a. Differentiated Instruction/Intervention – In order for a student to achieve the maximum benefit, intervention should be chosen based upon the student's need(s) as determined by assessment.

- b. Classroom Libraries with Structured Monitoring – the leveled fiction and nonfiction texts included in the classroom libraries will be used to monitor independent reading. While students are engaged in independent reading, the teacher will monitor progress by listening to students read, checking for comprehension and supporting student-led book discussions. As needed, teachers will assist students in selecting appropriately leveled text.

- c. Project CRISS – is based on the philosophy that comprehension and learning can be improved when students build on prior knowledge and are actively involved in the learning process through organizing information, discussing, and writing (Santa, 2004). Utilizing the CRISS philosophies and principles in reading classes as well as content area classes provides teachers and students with the opportunity to apply concepts taught and learned.

Materials and programs, including educational software can provide additional support in the reading growth for all children. Educational software is used to supplement and not supplant instructions by a highly qualified

instructor.

d. FCAT Explorer is a practice program developed to help students master the tested benchmarks.

e. Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivated materials should not limit student access to text.

f. Accelerated Reader is used to engage students in the reading process. Students read books at their independent reading level and increase to more difficult texts as they progress through the program. Although students are initially reading to earn points for prizes, they eventually, with the teachers help, develop an intrinsic desire to read for information and enjoyment.

g. Leveled Classroom libraries will be available in classrooms in order for students to self select books of interest. Teachers will guide students in selecting books at the student's independent reading level.

h. Books on Tape are used in reading classes to provide students with opportunities to engage in the reading process by listening to recordings of books. While listening to the recordings, students will be able to follow the text being read and learn internalize the process of good reading.

Professional Development

The professional development plan for Homestead Senior High School is specific to the needs of the faculty. The Professional development offerings are unique to the school and will be delivered on-site. Homestead Senior will arrange for the district's Office of Professional Development to provide additional professional development resources as needed.

Professional Development activities include:

- 1) Project CRISS (August, 2007 – May, 2008)
- 2) Florida Continuous Improvement Model and follow-up (initial CIM training has been completed; follow-up July, 2007 – May, 2008)
- 3) READ 180 Initial and Refresher Courses (July, 2007 – May, 2007)
- 4) Read Plus :(July, 2007 – May, 2008)
- 5) Differentiated Instruction (July, 2007 – May, 2008)
- 6) Using Data to Drive Instruction (July, 2007 – May, 2008)
- 7) Classroom Management (July, 2007 – May, 2008)

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.

Goal: Reading – Professional Development Aligned with this Objective Leadership #2 (l-o)(use h-k), #4 (a-b), #6 (a-c) of the CRP Template

1. Describe the process for monitoring reading instruction at the school level. Include the role of the principal and the Reading Coach. The following areas must be addressed:

Principal

a. The principal will identify model classrooms within the school. Mentor teachers, based on student data, will serve in the capacity of a model classroom teacher. Mentor teachers are those teachers whose assessment data in a specific area of reading is exemplary. A model classroom should only be used for demonstration purposes in the area of strength of the mentor teacher. (There could possibly be a different model classroom for all five areas of reading).

b. Reading Coach

Based on student data and input from the Reading Coach, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

c. How will the principal ensure that time is provided for teachers to meet weekly for professional development opportunities that include, but are not limited to grade group meetings, additional training, and one-on-one coaching sessions?

The District's plan will ensure that time is provided weekly for professional development and grade group meetings. Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching and mentoring. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP).

d. The principal will provide professional development materials to support instructions.

School-site administrators provide access to instructional materials, technological resources, reference materials and research that support high-quality teaching, learning and professional growth for the benefits of teachers and support personnel.

All professional development services will directly support research-based reading strategies, student interventions, and progress monitoring assessments identified in the district's comprehensive reading plan. During the 2007-2008 school year, professional development offerings for teachers will focus on building a core set of knowledge, skills and tools in the area of reading and writing. Additionally, Miami-Dade County Public Schools has placed online the catalogs of professional libraries at Library Media Services Division and schools. These professional libraries are online at <http://destiny.dadeschools.net>.

e. The principal will conduct weekly walk-through visits to monitor implementation and will follow up with feedback.

The Classroom walk-about Reading Tool developed by the Florida Department of Education through Developing Educational Leaders for Tomorrow's Achievers (DELTA) provides a process that prepares K-3 school administrators to conduct brief, structured classroom visits. The focus of these visits is to examine the alignment between instructional delivery and curriculum in reading. Feedback arising from these visitations provides a basis for dialogue supporting the professional development of teachers. To insure effective implementation, all principals and assistant principals will receive training to conduct weekly walk-through visits. To enhance the district's capacity, a Classroom Walk-Through Strategy trainer cadre will be established. Aspiring school administrators will also receive training in Classroom Walk-Through Strategies as a required component of their preparation program. Follow-up sessions will focus on reinforcing training content, refining skills, and structuring and delivering feedback to teachers.

2. Describe how performance evaluations (principal, coach, and teacher) will be tied to student achievement in reading, and how the IPDP and evaluations will be aligned.

a. Individual Professional Development Plans (IPDP) need to address reading strategies. These strategies need to be constantly updated based on progress monitoring in reading.

Individual Professional Development Plans and Miami-Dade County Public Schools' Performance Planning and Assessment System documents will address reading strategies that have been developed based on students' reading test data and will be updated based on progress monitoring results. School Choice and Parental Options/Charter School Operations will work cooperatively with charter schools' governing boards to ensure that student assessment results are considered in principals' performance evaluations.

b. Evaluations need to reflect goals on IPDP. If goals are not met, a plan of action needs to be created.

If the goals identified on a teacher's IPDP are not met, the teacher, school administrator and Reading Coach will work together to provide further support and assistance to the teacher. This collaborative process will ensure that appropriate professional development opportunities are made available, and that the teacher is able to implement appropriate instructional strategies in reading to meet their students' needs.

3. The District and principal will enforce the JRF Reading Coach model in all schools where coaches are based. What support will be provided to the Reading Coach in order to facilitate the coaching model as described by the Just Read, Florida! Office?

a. Describe how the coaches' role will be explained to school level administrators.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, District/Region/Zone staff will ensure that all principals are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach.

b. Describe how the coaches' role will be explained to the teachers at the school level.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, principals will ensure that all teachers at the school site are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach. Teachers will sign for receipt of this information.

c. A coach must be provided opportunities to assist teachers in the area of reading. Describe how administrators will ensure accessibility to teachers for ongoing professional development opportunities.

Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress monitoring, in addition to immediate intensive intervention (iii).

Coaches will be given the opportunity to:

- Deepen their content knowledge
- Become aware of new professional development resources and materials
- Collaborate with mentor teachers and other coaches
- Objectively reflect on their own coaching work
- Learn how to interpret data and use it to drive instruction

Professional development will be provided by the Reading Coach to include seven areas of professional growth for teachers at their school site:

- Examination and discussion of scientifically-based research in reading;
- Delivery and scaffolding of instruction in the five major reading components;
- Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
- Data analysis for planning instruction and effective use of time;
- Methods for providing differentiated instruction in the classroom;
- Meeting the need of all students specific to individual school sites; and
- Increasing instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

- Reviewing sample lesson plans and adapting them for the classroom;
- Co-planning and co-teaching lessons with a knowledgeable peer or a region educational specialist;
- Planning with a study group that focuses on implementing new practices;
- Analyzing student data;
- Implementing the coaching model of support including the planning, modeling, follow-

- up, feedback activities and inservices 55% of the time;
- Analyzing student performance data to monitor student progress 35% of the time; and
- Planning in a cadre with other coaches 10% of the time.

Highly Qualified Instructors

Homestead Senior High School's Reading Coaches will provide assistance through professional development, in-service training, coaching and modeling activities for all Reading teachers who do not meet Highly Qualified requirements. All instructors listed below who are out of field have been placed on an Out-Of-Field Waiver for the 2007-2008 school year.

- Eric Hudson, Elementary Education Certification, Reading Teacher; 55% of students during the 2006-2007 school year made learning gains. Eric Hudson is currently taking Reading Endorsement courses offered through the district.
 - Marka Fogarty, French/German Certification, Reading Teacher; Learning gains not applicable. Marka Fogarty will begin the Reading Endorsement courses offered through the district
 - Jennifer Blunier, English 6-12 Certification, Reading Teacher; 34% of students during the 2006-2007 school year made learning gains. Jennifer Blunier has completed all but one course for the Reading Endorsement offered through the district
 - Eugenia Turner, English 5-9 Certification, Reading Teacher; 30% of students during the 2006-2007 school year made learning gains. Eugenia Turner will begin her courses for reading endorsement.
 - Lindsay Korn, Temporary Certificate English 6-12, Reading Teacher; 26% of students during the 2006-2007 school year made learning gains. Lindsay Korn is a teacher from Teach for America.
 - Toni Fuller, Temporary Certificate Social Science, Reading Teacher; Learning gains not applicable. Toni Fuller has completed one of the six competencies for reading.
- Angela Manning, Professional Certificate Elementary Education, Reading Teacher; 33.3% of her students made learning gains. Angela Manning is interested in taking the reading courses offered by the district.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	McDougal Littell Language of Literature~Read 180~Language of Literature Reading Plus Soar to Success	Title I Funds Discretionary Funds School Improvement Zone	90000
Technology	Read 180 FCAT Explorer Reading Plus	Title I Funds Discretionary Funds School Improvement Zone	50000
Professional Development	Project 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)	District Discretionary Funds	150000
Total:			\$300,000.00

Goal:	Mathematics
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Needs Assessment An analysis of the 2007 FCAT Mathematics Test indicates a mean scale score of 257 for our ninth grade students. Although improvement is needed in all areas, the weakest areas among ninth grade students are Geometry, Measurement, and Algebraic Thinking respectively. The mean scale score for the tenth grade students is 293. Improvement needs to be made in all areas. However, our effort will be concentrated on Geometry and Data Analysis, our two weakest areas in tenth grade. The percentage of students making learning gains in Mathematics is 59, a six percent decrease when compared to the 2006 FCAT results. The percent of students proficient in Mathematics remains at virtually the same compared to last year's results (30%). The following subgroups did not meet AYP targets: Black, Economically Disadvantaged, Limited English Proficiency, and Students With Disabilities

Based on disaggregated data from the 2007 FCAT Mathematics assessment, 25 percent of students in Grade 9 scored at Level 3 or above in mathematics. Grade level and strand data indicate ninth grade students performed below the district and state averages. Grade 9 students overall performance was below what the district was expecting.

Based on the disaggregated data from the 2007 FCAT Mathematics assessment, 35 percent of the students in Grade 10 scored at Level 3 or above in mathematics. Students in Grade 10 performed below state averages in each strand. Grade 10 students performed below state averages in all strands. The overall student performance was below what the district required.

The mean points were lowest in Geometry for students in both grades nine and ten. Proficiency levels were 27 percent and 21 percent respectively. The second lowest points were in Measurement for students in Grade 9 and Data Analysis for students in Grade 10.

None of our subgroups met 50 percent proficiency in mathematics as required by AYP. The proficiency levels of White, Black, Hispanic and Economically Disadvantaged. The data further prescribes that the instructional focus will be greater in Geometry and Measurement for students in Grade 9. For students in grade 10, an emphasis will be on Geometry and Data Analysis.

Objective

1. Given instruction based on the Sunshine State Standards, students in Grades 9 and 10 will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 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 62

percent scoring at Level 3 or higher on the 2008 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 62 percent scoring at Level 3 or higher on the 2008 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 62 percent scoring at Level 3 or higher on the 2008 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 62 percent scoring at Level 3 or higher on the 2008 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 62 percent scoring at Level 3 or higher on the 2008 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 2008 administration of the FCAT Mathematics Test.

Strategies

1. Develop a data/leadership team to communicate and assess data across all grade levels. The team will be comprised of the Principal, Assistant Principal for Curriculum and Instruction, Reading Coaches and Department Chairpersons. The school-wide improvement model used by the data team is CIM, which includes; Step 1: Test Score Desegregation, Step 2: Time Line Development, Step 3: Instructional Focus, Step 4: Frequent Assessment, Step 5: Tutorials, Step 6: Enrichment, Step 7: Maintenance, and Step 8: Monitoring. Implementation of the CIM will enable the team to effectively disaggregate data from the District's Interim assessments, school-wide bi-weekly assessments, and various classroom assessments. The results of these analyses will enable the team to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.

2. Utilize collaborative planning time on Wednesdays and infuse best practices across the curriculum which will result in student achievement. During these reflective practices, the following topics will be considered determining current status/success of instruction which should lead to modification of instruction, extracting trends or patterns, identifying needs for professional development (including coaching and mentoring), and sharing

best-practices.

3. Initiate vertical teams to serve as a vehicle to communicate across grade levels in an effort to work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the skills necessary for academic success. In addition to teachers, vertical teams may also include counselors, principals, and other stakeholders.

4. Model the use of lessons for implementation across each grade level by teachers identified through data to be highly effective. These teachers will model the use of ESOL strategies for LEP students, as well as lessons in the classrooms, using the coaching model of planning, debriefing, co-teaching, and follow-up. Additionally, the mathematics department chair will ensure that the all mathematics teachers follow the curriculum maps aligned with core classes.

5. Provide inclusion support to SWD who require more intensive math support. The inclusion model will be provided by an SPED teacher, as delineated in students' Individualized Education Plans (IEPs).

6. Utilize assessment data to prioritize support for students through the provision of an Intensive Mathematics class. Students who have scored Achievement Level 1 and 2 are enrolled in Intensive Mathematics classes with a teacher that has been proven to impact student achievement. In these classes, students receive additional support to master FCAT benchmarks. Students are allotted additional time to grasp information and instruction will utilize cooperative learning strategies and differentiated instruction.

7. Provide extended learning opportunities through math tutorials for students scoring Achievement Levels 1 and 2, specifically students identified as LEP and SWD. Tutoring sessions are offered before school, after school, and during Saturday FCAT Prep sessions.

9. Implement Curriculum Maps with instructional focus calendars (that are aligned to the Competency Based Curriculum and the Sunshine State Standards) emphasizing weekly focused lessons in mathematics for students in all grades.

10. Utilize Project CRISS reading and writing strategies in all grades to increase student comprehension

11. Develop a rotating schedule to ensure and increase the use of computer technology to monitor student achievement i.e. Gizmos, FCAT Explorer, and Cognitive Tutor targeting subgroup students and students without access to home computers. Level 1 and 2 target students in Intensive Math utilize Computer Labs to complete Gizmos, FCAT Explorer and Cognitive Tutor activities on a weekly basis.

12. Increase use of technology in the classroom through planned activities as documented through teacher lesson plans

14. Enroll students scoring Level 4 and higher in honors, and/or AP courses to challenge, maintain, and or increase performance level. Teachers will utilize the Continuous Improvement Model to provide data driven instruction.

15. Provide mathematics tutoring focusing on Content Cluster Algebraic Thinking, Measurement, and Geometry and Spatial Sense for LEP students with ESOL paraprofessional twice weekly targeting all ESOL levels targeting Level 1 and Level 2 students.

16. Implement a Saturday tutorial program to address the mathematics

Content Clusters Algebraic Thinking, Number Sense, and Measurement to reduce deficiencies of students identified as lowest 25 percent and monitor progress through interim reports and report cards concurrent with implementation of the Continuous Improvement Plan.

Evaluation

Summative Assessment: 2008 FCAT Mathematics 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. FCIM 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

The following research-based programs are being implemented at Homestead Senior High School during the 2007-2008 school year:

Cognitive Tutor Algebra
Cognitive Tutor Geometry
Cognitive Tutor Algebra II
Glencoe/McGraw Hill and Holt Mathematics Textbooks

Professional Development

The professional development plan for Homestead Senior High School is specific to the needs of the faculty. The Professional development offerings are unique to the school and will be delivered on-site. Homestead Senior will arrange for the district's Office of Professional Development to provide additional professional development resources as needed.

Professional Development activities include:

- 1) Project CRISS (July, 2007 – May, 2008)
- 2) Florida Continuous Improvement Model and follow-up (initial CIM training has been completed; follow-up July, 2007 – May, 2008)
- 3) Cognitive Tutor (October, 2007 – January, 2008)
- 4) Differentiated Instruction (July, 2007 – May, 2008)
- 5) Using Data to Drive Instruction (July, 2007 – May, 2008)

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 Homestead Senior High School's coaches will provide assistance through professional development, coaching and modeling activities for all mathematics teachers who do not meet the highly qualified requirements. In addition, District provided professional development will be utilized as need.

Karen Wedderburn is an Exchange Teacher with certification K-12. She is completing college course work for a professional certification in Mathematics.

Barbara Bishop, Mathematics Teacher; certified in Mathematics 5-9. She teaches in the Ninth Grade Academy

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Prentice Hall Algebra MacDougal Little Geometry Cognitive Tutor Kaplan Instructional Materials Curriculum Specialist in Mathematics	Title I Funds Discretionary Funds School Improvement Zone	25000
Technology	Cognitive Tutor Riverdeep FCAT Explorer	Title I Funds Discretionary Funds School Improvement Zone	20000
Professional Development	FCAT Explorer Project CRISS Strategies Using Manipulatives	Title I Funds Discretionary Funds School Improvement Zone	10000
Other	Edusoft Wed-based Assessment program Additional texts Additional mathematics coaches (3) Curriculum Specialist in Mathematics	Title I Funds Discretionary Funds School Improvement Zone	10000
Total:			\$65,000.00

Goal:	Writing
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Needs Assessment An analysis of the 2007 FCAT Writing+ Test reveals that only 72 percent of all students in grade ten met the proficient level of 3.5. That is a 4 percent increase compared to the 2006 FCAT writing results. Further, in-house data analysis of the 2007 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 improvement across the board in writing from 3.5 to 3.6, and 3.5 to 3.7 in expository and persuasive writing respectively for a combined score of 3.7 in 2007. Although improvement was made in all areas, 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 2008 FCAT Writing+ Test.

Strategies

1. Develop a data/leadership team to communicate and assess data across all grade levels. The team will be comprised of the Principal, Assistant Principal for Curriculum and Instruction, Reading Coaches and Department Chairpersons. The schoolwide improvement model used by the data team is CIM, which includes; Step 1: Test Score Disaggregation, Step 2: Time Line Development, Step 3: Instructional Focus, Step 4: Frequent Assessment, Step 5: Tutorials, Step 6: Enrichment, Step 7: Maintenance, and Step 8: Monitoring. Implementation of the CIM will enable the team to effectively disaggregate data from the District's Interim assessments, school-wide bi-weekly assessments, and various classroom assessments. The results of these analyses will enable the team to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.
2. Utilize collaborative planning time on Wednesdays to foster discussion, reflection, and examination for teachers who share common students. During these reflective practices, the following topics will be considered determining current status/success of instruction which should lead to modification of instruction, extracting trends or patterns, identifying needs for professional development (including coaching and mentoring), and sharing best-practices.
3. Implement Curriculum Maps with instructional focus calendars (that are aligned to the Competency-Based Curriculum and the Sunshine State Standards) emphasizing monthly focused lessons in writing for students in grades nine and ten.
4. Utilize best practices and effective learning strategies of CRISS that includes; learning logs, Role Audience Focus Topic (RAFT), spool papers, Adjectives in Detail, and a variety of vocabulary strategies and grammar activities to improve writing skills.
5. Utilize peer evaluations and writing rubric to increase their abilities in areas of focus, organization, support, and conventions.
6. Utilize CRISS strategies in all curricular areas such as graphic organizers, two column notes, brainstorming webs, learning logs, teacher and student

modeling, and Role Audience Format Theme (RAFT).

7. Utilize vocabulary strategies in all curricular areas, such as context clue warm-ups, synonyms and antonyms, denotations and connotations, prefixes and suffixes to increase student writing proficiency.

8. Emphasize the teaching of writing in grades 9th - 10th through anchor papers provided by the state's website, as an effective tool in which these resources will identify and outline the appropriate structure and feedback for students engaged in writing activities. Infuse literary terms to be included in writing prompts.

9. Conduct “pull-out” sessions with students in grade 11 during various times throughout the day as evidenced by data of Learner Express, 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 Reading Coaches and Language Arts Teachers to focus on the four elements needed to acquire a passing achievement level: focus, organization, support, and conventions.

10. Implement writing in all content areas, through the mandate that all curriculum maps will reflect a minimum of three writing prompts/writing assignments per quarter. This emphasis will unite the schools' cultural of literacy and students will transfer the knowledge that writing is correlated to the development of reading.

Evaluation	The summative evaluation will be the 2008 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	<p>The professional development plan for Homestead Senior High School is specific to the needs of the faculty. The Professional development offerings are unique to the school and will be delivered on-site. Homestead Senior will arrange for the district's Office of Professional Development to provide additional professional development resources as needed.</p> <p>A districtwide professional development will be held for all School Improvement Zone (SIZ) Writing personnel staff in August 2007, that will focus on the Improvement of Writing at the Secondary Level.</p> <p>Literacy teachers will also be trained in Learning Express (July, 2007 – October, 2007)</p>

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Learning Express Project CRISS Language Network Prentice Hall Grammar Learning Express CrISS	Title I Funds Discretionary Funds School Improvement Zone	32000
Technology	Software licenses Learning Express	Title I Funds Discretionary Funds School Improvement Zone	3000
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	Title I Funds Discretionary Funds School Improvement Zone	1200
Total:			\$37,200.00

Goal:	Science
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Needs Assessment Based on the 2007 FCAT Science performance data, 82 percent of the 11th grade students scored below proficiency in science. Physical /Chemical scores were 31 percent. Earth/Space scores were 42 percent, an increase of 17 percent compared to the 2006 FCAT Science results. Life/Environmental scores were 42 percent. The scores of Scientific Thinking increased to 50 percent from 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.

During the 2007-08 school year, there is special emphasis placed on the rigor, and alignment of literacy and science instruction, that includes a comprehensive professional development program titled: Cross Functional Science Professional Development Plan designed to ensure that science teachers are provided with extensive support in the respective areas of concentration and/or grade levels instructed .This plan also guarantees that novice teachers receive extensive trainings and follow-up-up trainings on the district's research-based science curriculum and recommended strategies. In addition to this, science instruction will be cross-curricular, with a special emphasis placed in the math and reading courses.

This year, the implementation of an 11th grade science course will be offered, which will include the infusion of research-based literacy practices. All 11th grade students are required to take this course in order to graduate. Homestead Senior High will enroll (100%) of all 11th grade students in Science with the appropriate materials, equipment, and teacher professional development.

Objective	Given instructions based on the Sunshine State Standards, students in Grade 11 will improve their science skills as evidenced by 43 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Science Test.
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Strategies	<p>During the 2007-08 school year, there is special emphasis placed on the rigor, and alignment of literacy and science instruction, that includes a comprehensive professional development program titled: Cross Functional Science Professional Development Plan designed to ensure that science teachers are provided with extensive support in the respective areas of concentration and/or grade levels instructed .This plan also guarantees that novice teachers receive extensive trainings and follow-up-up trainings on the district's research-based science curriculum and recommended strategies. In addition to this, science instruction will be cross-curricular, with a special emphasis placed in the math and reading courses.</p> <p>This year, the implementation of an 11th grade science course will be offered, which will include the infusion of research-based literacy practices. All 11th</p>
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grade students are required to take this course in order to graduate. All students (100%) will be enrolled in 2007-2008 in Science at Homestead Senior High School with appropriate materials and equipment and teacher professional development.

1. Develop a data/leadership team to communicate and assess data across all grade levels. The team will be comprised of the Principal, Assistant Principal for Curriculum and Instruction, Reading Coaches and Department Chairpersons. The school-wide improvement model used by the data team is CIM, which includes; Step 1: Test Score Disaggregation, Step 2: Time Line Development, Step 3: Instructional Focus, Step 4: Frequent Assessment, Step 5: Tutorials, Step 6: Enrichment, Step 7: Maintenance, and Step 8: Monitoring. Implementation of the CIM will enable the team to effectively disaggregate data from the District's Interim assessments, school-wide bi-weekly assessments, and various classroom assessments. The results of these analyses will enable the team to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.
2. Utilize collaborative planning time on Wednesdays to infuse discussion, reflection, and examination for teachers who share common students. During these reflective practices, the following topics will be considered determining current status/success of instruction which should lead to modification of instruction, extracting trends or patterns, identifying needs for professional development (including coaching and mentoring), and sharing best-practices.
3. Implement curriculum maps with instructional focus calendars (that are aligned to the Competency-Based Curriculum and the Sunshine State Standards) emphasizing weekly focused lessons in Science for students by Science content.
4. Monitor students progress through lesson plans, class activities, group interaction, bi-weekly benchmark assessments, and District developed quarterly assessments as reflected on the FCAT test.
5. Implement classroom activities and project based learning (which includes laboratories, cooperative grouping, and problem solving strategies) utilizing project based software to provide all students with an inquiry based scientific approach which employs all the elements of the scientific method to further the development of science process skills.
6. Enhance the instructions by infusing technology in all classes, including laboratories, cooperative learning groups, and Gizmos. Incorporate critical thinking strategies and utilizing project based software which will allow students to understand the scientific method in order to increase science processing skills.
7. Implement weekly laboratory hands-on activities that reinforce best-practice strategies. Incorporate 18 hours of science laboratory activities per nine-weeks.
8. Provide extended learning opportunities through science tutorials for 11th grade students. Tutoring sessions are offered before school, after school, and on Saturday FCAT Prep sessions.
9. Utilize Project CRISS reading and writing strategies in all grades to increase student comprehension.
10. Increase parental involvement by providing access to individual teacher

website. List for parents the Scope and Sequence, Curriculum Maps, and Schoolwide Tutorial Programs, in order to assist their child in achieving a passing score on the FCAT test.

Evaluation

Summative evaluations will be based on the student scores on the 2008 FCAT Science administration. Formative FCIM 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.

In addition this year, the implementation of an 11th grade science course will be offered, which will include the infusion of research-based literacy practices. All 11th grade students are required to take this course in order to graduate.

Professional Development

The professional development plan for Homestead Senior High School is specific to the needs of the faculty. The Professional development offerings are unique to the school and will be delivered on-site. Homestead Senior will arrange for the district's Office of Professional Development to provide additional professional development resources as needed.

Professional Development activities include:

- 1) CRISS (July, 2007 – May, 2008)
- 2) Florida Continuous Improvement Model and follow-up (initial CIM training has been completed; follow-up July, 2007 – May, 2008)
- 4) GIZMO (September, 2007 – December, 2007)
- 5) Power Point (July, 2007 – August, 2007)
- 6) Curriculum Mapping (June, 2007)
- 7) Vertical Teaming (September, 2007)
- 8) Science Focus Lessons (July, 2007 – May, 2008)
- 9) Web Max (July, 2007 – May, 2008)

In addition during the 2007-08 school year, there is special emphasis placed on the rigor, and alignment of literacy and science instruction, that includes a comprehensive professional development program titled: Cross Functional Science Professional Development Plan designed to ensure that science teachers are provided with extensive support in the respective areas of concentration and/or grade levels instructed. This plan also guarantees that novice teachers receive extensive trainings and follow-up trainings on the

district's research-based science curriculum and recommended strategies. In addition to this, science instruction will be cross-curricular, with a special emphasis placed in the math and reading courses.

Highly Qualified Instructors	Currently there are no teachers that are not highly qualified at Homestead Senior High School in the Science Department.
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Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Riverdeep Logal Science Science Dailies	Title I Funds Discretionary Funds School Improvement Zone	3500
Technology	Science hardware and software: Sci-Tech TCR Connections Computer-Based Laboratory	Title I Funds Discretionary Funds School Improvement Zone	1500
Professional Development	Gizmos Training Project CRISS Training	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	Title I Funds Discretionary Funds School Improvement Zone	1300
Total:			\$22,800.00

Goal:	Parental Involvement
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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 2006-2007 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

1. Assist student learning by providing parents with strategies to play an integral role in the academic achievement of students.
2. Encourage parents to volunteer in the school and show they are welcome and sought for continual assistance and support.
3. Advocate and welcome parents to become full partners in school decision making that affect students and families. The District PTA will be tapped to provide additional support and training for Homestead's local PTA.
4. Collaborate with the community through the District's Parent Academy to provide parenting classes such as; effective discipline, immigration information, nutrition, financial management, and/or child development.
5. Provide information on Parent Academy courses to increase parental involvement in The Parent Academy (TPA).
6. Increase communication with parents through written notices, letters, use of marquee, school website, school newspaper, etc.
7. Increase opportunities for parents to attend Saturday class activities, i.e. career mentoring, computer training, tutorial services.
8. Provide all teachers with a computer and internet access to implement Pinnacle Gradebook and provide instruction to students and parents on the utilization of the on-line grade book to monitor student achievement.

9. Recruit and encourage parental involvement in PTA using the National PTA National

Standards program, EESAC, Band Booster Club, and other school related activities

through increased parent notification processes such as marquee, newsletter, monthly calendar, and school internet web page.

10. Execute an onsite parent resource center where information and access to pertinent resources for parents and community members can be attained, allowing access to

technology in which parents can contact teachers and/or check their child's performance in classes. (National PTA Standard # I & III)

11. Offer parents an opportunity to meet and greet the administrators, faculty and staff at freshman orientation and parent/teacher conference night. This opportunity will

allow a rapport to build amongst parent, teachers, and administrators in efforts to increase student attendance, parent participation and overall student achievement.

(National PTA Standard # I, III, and VI)

12. Utilize the ConnectEd system to inform parents of events in the parents' native languages thus increasing parental attendance at Parent Academy/Bilingual sponsored activities. (National PTA Standard II)

13. Organize an annual family/community dinner to recognize parent

volunteers as well

as demonstrate the significance of the role of a parent and a community in the students' achievement. (National PTA Standard # IV)

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 (August, 2007 – May, 2008)

- 2) Children and Families Services (August, 2007 – May, 2008)
 - 3) Family Literacy (August, 2007 – May, 2008)
 - 4) Truancy & the Referral process (August, 2007 – May, 2008)
 - 5) After-school Programming (August, 2007 – May, 2008)
 - 6) Social Services (August, 2007 – May, 2008)
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Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)			0
Technology	Two computers located in community	Parent Academy	2000
Professional Development			0
Other			0
Total:			\$2,000.00

Goal:	Return on Investment
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Needs Assessment Compared to similar schools, Homestead Senior High School's percentile ranking for 2007-2008 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 31th percentile in 2005 to the 50th percentile on the next publication of the index.

Strategies Strategies to improve annual learning gains:

1. Use student data analysis results to identify effective educational strategies that are tailored to fit the needs of students.
2. Identify the Lowest 25% in Reading and Mathematics early and provide extended learning opportunities.
3. Provide high quality teacher professional development and monitor its implementation.

Strategies to lower the cost per weighted fulltime equivalent student:

1. Reallocate school resources to effectively implement teaching, learning, and class-size mandates.
2. Purchase research-based materials.
3. Utilize District in-service training.
4. Collaborate with the district on resource allocation.
5. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.
6. Consider shared use of facilities, partnering with community agencies.
7. Become more informed about the use of financial resources in relation to school programs.

Evaluation On the next State of Florida ROI index publication, Homestead Senior High School will show progress toward reaching the 50th percentile.

Goal:	A review of the 2004-2005 school safety and discipl
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Needs Assessment

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)			0
Technology			0
Professional Development			0
Other			0
Total:			\$0.00

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.

Homestead Senior High will recruit and encourage parental involvement in EESAC through increased parent notification processes such as marquee, newsletter, monthly calendar, and school internet web page. Homestead will make personal contact with 9th grade Academy parents to encourage membership and participation on EESAC. Membership and involvement will also be encouraged at all parent conference nights and early release days.

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

The DCAT committee will consist of the following individuals for the 2007-2008 school year:

- a. Ms. Tamela Moore - Homestead Senior High School Educator
- b. Mr. Roscoe Warren - Mayor, City of Homestead
- c. Representative - WalMart
- d. Dr. Henry Crawford - Principal, Homestead Senior High School

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: McDougal Littell Language of Literature~Read 180~Language of Literature Reading Plus Soar to Success Mathematics: Prentice Hall Algebra MacDougal Little Geometry Cognitive Tutor Kaplan Instructional Materials Curriculum Specialist in Mathematics Writing: Learning Express Project CRISS Language Network Prentice Hall Grammar Learning Express CrISS Science: Riverdeep Logal Science Science Dailies Parental Involvement: A review of the 2004-2005 school safety and discip:	Reading: Title I Funds Discretionary Funds School Improvement Zone Available: \$90,000.00 Mathematics: Title I Funds Discretionary Funds School Improvement Zone Available: \$25,000.00 Writing: Title I Funds Discretionary Funds School Improvement Zone Available: \$32,000.00 Science: Title I Funds Discretionary Funds School Improvement Zone Available: \$3,500.00 Parental Involvement: Available: \$0.00 A review of the 2004-2005 school safety and discip: Available: \$0.00	\$150,500.00
Technology	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: Two computers located in community A review of the 2004-2005 school safety and discip:	Reading: Title I Funds Discretionary Funds School Improvement Zone Available: \$50,000.00 Mathematics: Title I Funds Discretionary Funds School Improvement Zone Available: \$20,000.00 Writing: Title I Funds Discretionary Funds School Improvement Zone Available: \$3,000.00 Science: Title I Funds Discretionary Funds School Improvement Zone Available: \$1,500.00 Parental Involvement: Parent Academy Available: \$2,000.00 A review of the 2004-2005 school safety and discip: Available: \$0.00	\$76,500.00
Professional Development			\$37,500.00

	Reading: Project CRISS Training Teaching Reading at the High School Mathematics: FCAT Explorer Project CRISS Strategies Using Manipulatives Writing: Curriculum Mapping FCAT Learning Express Training Power Writing Small Learning Communities Science: Gizmos Training Project CRISS Training Parental Involvement: A review of the 2004-2005 school safety and discip:	Reading: Title I Funds Discretionary Funds School Improvement Zone Available: \$10,000.00 Mathematics: Title I Funds Discretionary Funds School Improvement Zone Available: \$10,000.00 Writing: Title I Funds Discretionary Funds School Improvement Zone Available: \$1,000.00 Science: Title I Funds Discretionary Funds School Improvement Zone Available: \$16,500.00 Parental Involvement: Available: \$0.00 A review of the 2004-2005 school safety and discip: Available: \$0.00	
Other	Reading: Classroom Libraries Media Center additional texts Additional Reading Coaches (3) Mathematics: Edusoft Web-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: A review of the 2004-2005 school safety and discip:	Reading: District Discretionary Funds Available: \$150,000.00 Mathematics: Title I Funds Discretionary Funds School Improvement Zone Available: \$10,000.00 Writing: Title I Funds Discretionary Funds School Improvement Zone Available: \$1,200.00 Science: Title I Funds Discretionary Funds School Improvement Zone Available: \$1,300.00 Parental Involvement: Available: \$0.00 A review of the 2004-2005 school safety and discip: Available: \$0.00	\$162,500.00
.		Total:	\$427,000.00

IMPLEMENTATION EVALUATION

The District contact will utilize the School-wide 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 school-wide 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) Dr. Sadiq A. Abdullahi , SAC Chair	_____
3) Ms. Rosemary Fuller , Business Member	_____
4) Ms. Tamelyn Moore , Teacher	_____
5) Mr. Walter Green , Teacher	_____
6) Mr. Oswaldo Ansley , Teacher	_____
7) Victor Hixson , Business Member	_____
8) Khaleah Evelyn , Student	_____
9) Nalini Poonen , Parent	_____
10) Everett Sewer , Parent	_____
11) Cynthia Moore , Parent	_____
12) Joshua Bullard , Teacher	_____
13) Lanette Williams , Union Steward	_____
14) Nilda Rodriquez , Teacher	_____
15) Mark Hartman , Teacher	_____
16) Lynda Weinstein , School Support Personnel	_____
17) Susan Laguardia , School Support Personnel	_____
18) Scott Lewis , Parent	_____
19) Dr. Michelle Witherspoon , Parent	_____
20) Brigitte Jones , Parent	_____
21) Willie Wamble , Parent	_____
22) Enedelia Goodman , Parent	_____
23) Edward Nieves , Student	_____
24) Kara Dickens , Student	_____
25) Patricia Mullerson , Business Member	_____