
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6251 - Homestead Middle School

FeederPattern: South Dade Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Vanessa Strickland

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Homestead Middle School

Homestead Middle School serves a multiethnic population of 1207 students in a predominantly low-income community. After analyzing and evaluating pertinent data such as the School Demographic and Academic Profiles, the Florida Comprehensive Assessment Test results, the School Report Card, the 2004-2005 School Improvement Plan, and a variety of assessments and surveys administered at the school site, the staff, in conjunction with the Educational Excellence School Advisory Council (EESAC), has developed specific objectives for the 2005-2006 school year. To achieve these objectives, appropriate strategies have been discussed and planned. Strategies include implementation of the Comprehensive Reading Plan, utilizing the Literacy Across the Curriculum Plan, promoting active and responsible learners, increasing parental involvement to monitor student progress, fostering staff collaboration and examination of student work, infusing the Competency-Based Curriculum and Sunshine State Standards, and focusing on state and national standards. The identified goals and objectives are as follows:

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44 percent scoring at level three or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, African American students will improve their reading skills as evidenced by 44 percent scoring at level three or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44 percent scoring at level three or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities will improve their reading skills as evidenced by 44 percent scoring at level three or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their reading skills as evidenced by 44 percent scoring at level three or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 44 percent scoring at level three or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at level three or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at level three or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at level three or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at level three or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at level three or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at level three or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by a one percent increase in the number of students scoring at 3.5 or higher on the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to 280 on the 2006 administration of the FCAT Science Test.

Given schoolwide focus on showcasing student achievement, parental attendance at school-sponsored activities will increase by two percent in 2005-2006 as evidenced by the results recorded in the Title I Monthly School Report.

Given implementation of the school wide Positive Behavior Support Program (PBS), the suspension rate will decrease by five percent in the 2005-2006 school year.

Given greater access to and professional development in technology supported research-based instructional methods, there will be a ten percent increase in the number of instructional personnel reaching proficient levels of technological competency as documented by data from the 2005-2006 FCAT STaR Survey.

Given instruction in Physical Education using the Sunshine State Standards, there will be a three percent increase in the number of students reaching the Gold Level of the Presidential Physical Fitness Award during the 2005-2006 school year.

Given data based on 2005-2006 enrollment in elective courses, there will be a ten percent increase in the enrollment of students in elective classes or interest clubs.

Homestead Middle School will improve its ranking on the State of Florida Return on Investment index publication from the 61st percentile in 2003 to the 66th percentile on the next publication of the index.

The results of the Organizational Performance Improvement Snapshot assessment indicate a concern on the part of the staff for more information about the school's budget. This concern will be addressed by continuing to publish the EESAC minutes on Outlook and encouraging the staff to educate themselves about the financial matters of the school. The results of the assessment also indicated an average score of 3.6 out of 5.0 on the issue of removing things that get in the way of progress. This concern will be addressed by exploring the issue within the framework of Homestead Middle School's Professional Learning Communities to seek solutions.

Strategies to achieve the goals of Homestead Middle School include a schoolwide focus on reading, integrated instruction, and facilitating the school's organizational design to enhance student learning. The continued expansion of technology is an integral element of the 2005-2006 School Improvement Plan. The Base.Net Magnet Program in aerospace, aviation, travel, and tourism will continue to provide increased success for all students in the latest technological advances. The Parent Outreach Program will continue to provide training to parents in techniques to improve children's academic performance through six Curriculum Family Nights. These strategies are designed for all students including Limited English Proficient (LEP) and Students With Disabilities (SWD).

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Homestead Middle School

VISION

Homestead Middle School will strive to enrich the community by providing an educational environment in which all students become life-long learners and healthy, productive citizens.

MISSION

Homestead Middle School will seek to develop each student's potential in a safe, supportive learning environment in order to create successful and productive citizens in a multicultural and technologically oriented society.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

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School Demographics

Homestead Middle School is situated in the farming area of South Dade on 12.04 acres in the city of Homestead. The school was established in 1921 as Homestead Senior High School and designated as a junior high school in 1959. The campus has a unique style, with a courtyard surrounded by several freestanding buildings.

The tri-ethnic school population consists of 1207 students from a predominantly low-income community with ninety percent of the students on free or reduced priced meals. Additionally, Homestead Middle serves a large migrant population. There are multiple programs servicing these students: seventy-five percent participate in the regular, advanced, or gifted curriculum; fifteen percent participate in the Exceptional Education program; and ten percent who are Limited English Proficient and participate in the English for Speakers of Other Languages program. Of the entire population, ninety percent are considered to be economically disadvantaged students. The ethnic/racial makeup of the student population is: twenty-five percent black non-Hispanic, sixty-one percent Hispanic, thirteen percent white non-Hispanic, and one percent multiracial. The mobility rate of the school is thirty-three percent. The attendance rate is at 93.44 percent. The retention rate is at less than two percent. Twenty percent of the students have been suspended. According to the physical fitness test summary of Presidential Physical Fitness Awards, 37 percent of students enrolled in Physical Education obtained the Gold Level. Fifty four percent of students enrolled in Physical Education obtained the Silver Level.

The economic level of the community surrounding the school falls within the range of relatively low-income of the area surrounding the school, as do the areas from which the students are bused, indicating that the students are in need of support to secure the basic resources that will enable them to participate fully in the life of the school and extended community.

Homestead Middle School employs a total of 90 fulltime staff members and 19 part-time staff members. The ethnic/racial makeup of the staff is: forty-one percent black non-Hispanic, thirty percent Hispanic, and twenty-nine percent white non-Hispanic. Our instructional and administrative staff is highly qualified and certified, comprised of four administrators, 59 classroom teachers, two Reading Coaches, one Mathematics Coach, one Writing Coach, one Science Coach, one part-time Career Specialist, one TRUST Specialist, one Program Specialist, one Social Worker, three Counselors, and one Media Specialist. Of the teaching staff, nineteen percent are teachers new to this school, the average length of time teaching in Florida of ten years. Twenty-nine have advanced degrees. Four teachers have become Nationally Board Certified, and one has become a Fulbright Scholar. The attendance rate for the instructional staff is at 94.2 percent. Additional staff members include: four paraprofessionals; seven clerical employees; sixteen cafeteria workers; four security workers, one computer specialist, one television technician, one computer laboratory specialist, and nine custodial service workers.

Homestead Middle School provides services to its students using a variety of unique curricular offerings to raise student achievement. Title I funding provides for additional teachers in the areas of language arts, reading, and mathematics to support instruction in those areas.

Curriculum offerings include: Urban Systemic Program, The Literacy Across the Curriculum Plan, Data on Enacted Curriculum Project, Curriculum Mapping Initiative, CRISS Project, and Standards-Based Student/Career Development Plan in grades six through eight. The school-wide Aerospace, Aviation, Travel, and Tourism Magnet offers all students the opportunity to progress further in these areas than their peers in traditional settings. Additionally, Homestead Middle School has an extensive Exceptional Education Department, which includes a Bertha Abess program for Severely Emotionally Disturbed students, as well as special content area and elective courses for Educable Mentally Handicapped, Learning Disabled, Emotionally Handicapped, Physically Impaired and Gifted students. Instruction is provided in traditional classroom settings and is enhanced by our school-wide computer network. An Inclusion Model has been implemented to service additional students in general education classrooms. Acceleration of student competencies is enhanced with an array of advanced and honors classes for those students who meet the

criteria and need further challenges. Students who successfully complete honors classes can earn high school credits. Homestead Middles fosters positive articulation between the elementary and middle, and high school to ensure a successful academic experience for all students at all grade levels.

Homestead Middle School enjoys a collaborative relationship with Florida International University and Miami Dade Community College. Through a partnership with FIU, Homestead Middle School enjoys the benefits of the GEAR-UP program. GEARUP, which is funded by a multi-million dollar grant awarded to FIU, provides classroom aides to assist teachers and students throughout the school day. GEAR-Up is also committed to providing updated technology and equipment for the school. In addition, this program has provided a multitude of services and programs to reach the diverse needs of this community, not the least of which is to provide for volunteer translators for parents at school related functions.

During recent years Homestead Middle School has enjoyed increased parent and community participation. An active and growing PTSA has been established. Parent booster clubs have continued to support the efforts of the band and gifted students. Several members of the community have provided volunteer services to the school in the areas of one-on-one tutoring, assistance in the library, and in school marketing. Based on this increased involvement, the community's perception of the school and knowledge of its programs has improved.

School Foundation

Leadership:

The results of the Organizational Performance Self-Assessment Survey indicate an average score of 4.3 out of 5.0 feel that customers are satisfied with the leadership at Homestead Middle School. The leadership team at Homestead Middle School shares its vision and mission by taking a proactive role in promoting a positive working environment where all its employees are kept abreast of current issues. This is accomplished through faculty meetings, e-mail, memorandums, curriculum meetings, best practices workshops, and professional learning communities (PLC)

District Strategic Planning Alignment:

The results of the Organizational Performance Self-Assessment Survey indicate an average score of 4.0 out of 5.0 feel that customers are satisfied with the strategic planning alignment at Homestead Middle School. The administrative team, curriculum team, and instructional personnel collaborate in aligning the districts' cross curricular plan with the school's developed curriculum map. This is done through curriculum meetings, department meetings, grade level meetings and professional learning communities (PLC).

Stakeholder Engagement:

The results of the Organizational Performance Self-Assessment Survey indicate an average score of 4.3 out of 5.0 feel that customers are satisfied with the work at Homestead Middle School.

Faculty & Staff:

The results of the Organizational Performance Self-Assessment Survey indicate an average score of 4.3 out of 5.0 feel that customers are satisfied with the faculty and staff at Homestead Middle School. The school fosters a collaborative team approach through Professional Learning Communities (PLC), Professional Growth Teams (PGT), professional growth initiatives, and Curriculum Mapping.

Data/Information/Knowledge Management:

The results of the Organizational Performance Self-Assessment Survey indicate an average score of 4.4 out of 5.0 feel that customers are satisfied with the dissemination of data and other information at Homestead Middle School. The school incorporates a Data Enacted Curriculum (DEC) which drives the school's instructional goals and objectives. This data is disseminated among all instructional personnel in an effort to identify areas of strengths and weaknesses to improve student achievement. This is accomplished through department meetings, faculty meetings, and professional growth in-services.

Education Design:

The results of the Organizational Performance Self-Assessment Survey indicate an average score of 4.0 out of 5.0 feel that customers are satisfied with the educational design at Homestead Middle School. The school provides an array of extended learning opportunities for instructional personnel. Professional development workshops provide a focus for interpreting district and state data (Student Performance Indicators, SnapShot, Gates MacGinitie Reading Tests, Oral Reading Fluency Assessments, District Writing Pre/Post tests, Reading Endorsement). This provides

teachers with the information needed to align classroom goals and objectives to state and district initiatives by identifying students in need of remediation as well as those in need of enrichment courses, thus maximizing students' achievement across the curriculum.

Performance Results:

The results of the Organizational Performance Self-Assessment Survey indicate an average score of 4.0 out of 5.0 feel that customers are satisfied with the performance results at Homestead Middle School. The school provides opportunities for students to take a proactive role in their academic performance and achievement. One method of accomplishing this endeavor is through FCAT Chats. This process allows students to review their individual assessment results (FCAT, District Writing Pre/Post Tests, Gates MacGinitie Reading Tests) and discuss opportunities for improvement and strategies that can be utilized in their daily instructional activities.

In addition, Homestead Middle School takes an active role in ensuring that all students have access to an education. Due to the number of suspensions and low attendance rate, the school's social worker and guidance counselors provide home visitations on an on-going basis as well as scheduled classroom visitations to educate students on academic achievement, behavior expectations, and school attendance.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Homestead Middle School utilizes the Miami-Dade County Applicant Tracking System and Teacher Fair to attract highly qualified teachers. In order to retain high quality and highly qualified teachers, the school uses the Professional Growth Team to train and mentor new teachers. Professional Learning Communities offer all teachers opportunities to network and improve their skills. Other staff development opportunities include inhouse reading endorsement classes, as well as ongoing inservice through the Literacy Across the Curriculum Plan.

• Highly Qualified, Certified Administrators:

VANESSA STRICKLAND, PRINCIPAL

Mrs. Strickland received her degree in Educational Leadership in 1999. Throughout her 26 year career, Ms. Strickland has served schools with high populations from both economically-disadvantaged and middle to upper income families in Miami-Dade County. Specifically, she taught advanced and regular mathematics to suburban middle school students for twelve years and fine arts to inner-city elementary school students for six years. Her interest in leadership became apparent when she began to accept a variety of responsibilities, such as Mathematics Department Chair, Discipline Committee Chairperson, Team Leader, EESAC Chairperson, Mathematics Club Sponsor, Community School Coordinator, and Future Educator of America Sponsor. For several years she also facilitated trainings sessions in hands-on mathematics for the Advanced Academics Program. She served as Assistant Principal of Curriculum for seven years at Herbert A. Ammons Middle School and Redland Middle School. Under her leadership, the staff at both schools made significant gains in reading, writing, mathematics, and science. Her responsibilities included but were not limited to the School Performance Excellence Plan, the Master Schedule, Department Chairs, Team Leaders, Student Service Department, Textbook Allocation/Inventory, PACES Implementation, Title I Parent Outreach Program, Exceptional Student Education Program, Truancy Program, Title I Budget Allocation, Technology Curriculum, Student Achievement Enhancement Program, District Assistance Plus Team, Articulation, Student Services Department, Substitutes/Class Coverage, Office Manager, Out-of-Field Teachers, PACES Implementation, ESOL Program, Comprehensive Reading Program, Early Release Day Inservice workshops, Certification Monitoring, Extended Day Academy, FCAT Preparation/Rally, Academic Improvement Plans, Computer Lab Curriculum Planning, Post Program Reviews and the Home Language Assistance Program. She coordinated professional development to train teachers in additional strategies to increase student performance in reading, writing, mathematics and science. She helped create three additional computer labs at Redland to improve student academic performance and effectively integrated technology in the curriculum. Through collaborative efforts with the staff, she is confident that Homestead Middle School will also head in the right direction.

CORY RODRIGUEZ, ASSISTANT PRINCIPAL OF CURRICULUM

During her 12 year career with M-DCPS, Ms. Rodriguez has worked as an Exceptional Student Education teacher, Team Leader, ESE Chairperson, and Administrative Assistant. After obtaining her certification in Educational Leadership, she served as a temporary assistant principal in a variety of elementary schools. Her ability to adjust to the needs of diverse populations resulted in successful audits in the areas of property control, FTE, ESE, and ESOL. She is now at Homestead Middle School as an assistant principal in charge of curriculum. She has worked diligently with the administrative team, curriculum personnel, and instructional staff during the 2004-2005 school year, leading to an increase in student achievement. Her guidance in the collaborative efforts of the instructional and curriculum departments resulted in the successful implementation of the Literacy Across the Curriculum Plan.

PAUL PFEIFFER, ASSISTANT PRINCIPAL

Mr. Pfeiffer spent the first eight years of his educational career at Thomas Jefferson Middle School teaching Social Studies. After receiving his certification in Educational Leadership in 2003, he brought his middle school curriculum and administrative experience to Homestead Middle School. During his last year at Thomas Jefferson, he had the opportunity of teaching an inclusion class, advanced Civics, advanced U.S. History, Speech and Debate, Reading and two gifted Social Studies courses. Throughout his eight years at Thomas Jefferson, Mr. Pfeiffer demonstrated his leadership through a number of extracurricular activities. He was a team leader for six years, department head for Gifted for five years, chairperson of the Discipline Committee, liaison for African American curriculum and athletic coach for boys' softball and bowling. While at Thomas Jefferson, he collaborated with the staff to increase the Gifted program from one enrichment course to four subject area courses. He also worked closely with the Community Involvement Specialist to increase parental involvement. Finally, through his collaborative efforts with the staff, students and community; he helped increase the FCAT scores, which moved the school grade from a D to a C.

LEE HENDERSON, ASSISTANT PRINCIPAL OF ADMINISTRATION

Mr. Henderson has served over thirty years in the public school systems of Florida, becoming certified in Educational Leadership, and working in middle and senior high Schools in Volusia, Manatee, and Miami-Dade Counties. He has been a science teacher, dean of boys, and now a school administrator. Mr. Henderson taught science in two senior high schools, and was dean of boys at Campbell Senior High School in Daytona Beach, Florida, where he counseled the boys on how to be successful and productive citizens. As assistant principal at Miami Beach Senior High School, Mr. Henderson was in charge of attendance and was responsible for the school being one of the top five ranked high schools in attendance during his tenure. At Homestead Middle School, Mr. Henderson collaborates with the administrative team and staff to improve the school's attendance and assists in developing each student's academic potential. His efforts have helped the school make steady progress in student achievement.

• Teacher Mentoring:

Homestead Middle School's Teacher Mentoring Program ascribes to the policies and procedures set forth in the District's PACES manual. At the onset of the school year, new teachers are identified and scheduled to participate in both District and site-sponsored orientations to familiarize them with Miami Dade County's policies and procedures and facilitate their success in their new environments. Then annual contract teachers are assigned a Professional Growth Team, comprised of members that are mutually agreed upon by them and the site administration. Biweekly meetings of the annual and colleague teachers allow time for collegiality and mentoring. Scheduling accommodations are made for mentoring teachers so that they can assist annual teachers in: (1) lesson planning, (2) successful teaching practices, and (3) rendering support that focuses on the successful completion of teaching requirements. The PLAN, created by annual contract teachers and reviewed by colleague teachers, is produced twice a year and includes visitation and feedback on an ongoing basis.

The following Professional Growth Teams are in place for the 2005-2006 school year:

Balfour - Perez, Magrath, Callier

Battard - Lopez, Orihuela, Siegmeister

Bogie - Perez, Magrath, Callier

Cardona - Lopez, Orihuela, Siegmeister

Danache - Montoya, Brandreth, Companioni

Eustache - Castleberry, Steller, Garcia

Horton - Steller, Williams, Sapp

Howard - Lopez, Orihuela, Siegmeister

Juste - Castleberry, Steller, Garcia

Perez-Varela - Castleberry, Anderson, Candemil

Phillips - Castleberry, Steller, Garcia
Sanchez - Stephenson, Montoya, Companioni
Sayers - Stephenson, Magrath, Companioni
Stone - Brandreth, Orihuela, Siegmeister
Teas - Magrath, Williams, Sapp
Turner - Montoya, Williams, Companioni
Warner - Callier, Williams, Sapp

The Curriculum Department provides additional support to new teachers by using the Curriculum Specialists' Coaching Model, modeling lessons and then observing those lessons taught by the new teachers. The Reading Coaches, Mathematics Coach, Science Coach, and Writing Coach all share Best Practices and strategies for teaching the benchmarks in an effort to enhance the competency of teachers.

• School Advisory Council:

The EESAC at Homestead Middle School is made up of administrators, teachers, support personnel, parents, students, and community representatives. This body makes recommendations in many areas of the school.

• Extended Learning Opportunities

Homestead Middle School will implement the Platform Learning Tutoring Program after school to address the needs of students deficient in the areas of Reading and Mathematics as evidenced by their scores on the 2005 FCAT.

• School Wide Improvement Model

Homestead Middle School will incorporate the Plan, Do, Study, Act (PDSA) cycle. The PDSA Model will involve a four-step process that is a systematic process for making improvements in services. The cycle will include: Plan - for changes to bring about improvement, Do - changes on a small scale first to try them, Study - to see if changes are working, and Act - to get the greatest benefit from changes.

Another School Wide Improvement Model used at Homestead Middle School is the action-research Literacy Across the Curriculum Model. This model begins with assessing the needs of the students in regard to reading, writing, mathematics, and science benchmarks, then produces a calendar of activities throughout the year to teach the benchmarks across all curriculum content areas. Assessment and evaluation are provided through the results of the District Pre/Post Writing Test, Oral Reading Fluency Assessment and the 2006 FCAT Test.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

Homestead Middle School will continue to improve until all students have met the state standards in reading and are literate and productive members of society.

Needs Assessment

An assessment of FCAT 2005 data reveals that 66 percent of students in grades six through eight are still reading below grade level. Specifically, the majority of Level 1 students in grades six through eight are reading at least two years below grade level and require additional intensive instruction in phonemic awareness, phonics, fluency, comprehension, and vocabulary.

Similarly, the greatest area of need for students in grades six through eight is identifying the main idea, locating facts and details and understanding the author's purpose. Students need to be able to summarize while reading. There is an average of 49 percent mastery in this strand. Students also showed weakness in applying reference and research skills while reading, with an average mastery of 45 percent. Students need to understand fact and opinion, strong vs. weak arguments and using multiple sources of information. Students need additional support in making comparisons while reading and determining cause and effect relationships. There is an average of 50 percent mastery in this strand on the FCAT Test.

Furthermore, the number of sixth grade students scoring at Achievement Level 1 on the 2005 FCAT Reading Test increased by three percent. The number of seventh grade students scoring at Achievement Level 1 on the 2005 FCAT Reading Test increased by five percent. Students in grades six-eight scoring a three or above on the 2005 FCAT Reading Test decreased an average of four percent.

Seventh grade showed a two-percentage point drop in the students scoring at the highest level on the 2005 FCAT Reading Test.

Sixth grade students need additional help with main idea, scoring at 45 percent mastery on this strand. Overall, the students in grades six through eight continue to struggle with applying reference and research skills while reading. Students achieved an average of 45 percent mastery on this strand.

Except for the White subgroup, all other Adequate Yearly Progress subgroups failed to make the 37 percent reading at or above grade level.

The greatest need is with the African American subgroup where only 22 percent of the students are reading at or above grade level.

Data collected during the 2005 school year indicates that additional staff needs to complete CRISS training to develop learning strategies which maximize reading comprehension. In addition, the Schoolwide Vocabulary Project and Literacy Across the Curriculum Plan needs 100 percent of staff and student participation to ensure continued achievement in vocabulary development and reading.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44 percent scoring at level three or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, African American students will improve their reading skills as evidenced by 44 percent scoring at level three or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44 percent scoring at level three or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities will improve their reading skills as evidenced by 44 percent scoring at level three or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their reading skills as evidenced by 44 percent scoring at level three or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 44 percent scoring at level three or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Curriculum Specialist Service Model to provide coaching for teachers in best reading practices and small group tutorial for targeted students.	Assistant Principal of Curriculum, Reading Coaches, and selected teachers	08/08/05	05/24/06
Provide small group instruction to increase fluency, vocabulary, phonics and comprehension through Scholastic XL, Soar to Success and SuccessMaker Enterprise computer assisted learning to students not reaching state mastery on the FCAT Reading Test.	Assistant Principal of Curriculum Test Chair, Reading Coaches, and Reading Teachers.	08/08/05	05/24/06
Provide afterschool tutoring and Literacy courses through Platform Learning for students not reaching state mastery on the FCAT Reading Test.	Principal, selected teachers	08/08/05	05/24/06
Establish Professional Learning Communities to promote collegial support for improved teaching of	Principal and teachers	08/08/05	05/24/06

reading through departments and grade levels.			
Provide tutors in the core content classes to monitor student progress in the FCAT Explorer program and assist teachers in identifying weak skill areas through the FCAT Explorer reports.	Assistant Principal of Curriculum, FIU GearUp, Curriculum Specialists and select teachers	08/08/05	05/24/06
Provide Reading Endorsement classes on site to assist teachers in becoming highly qualified and skilled in teaching reading.	Assistant Principal of Curriculum and Reading Coach	08/08/05	05/12/06
Conduct FCAT Chats to provide individual counseling to each student on specific strategies for improving their reading test scores.	Assistant Principal of Curriculum, Curriculum Specialists, Reading Coaches, selected teachers	08/08/05	05/24/06
Administer the Interim Reading Assessment to monitor student progress in mastering reading skills that are assessed on the FCAT Test and provide strategies and remediation for students not making sufficient progress.	Assistant Principal of Curriculum, Test Chair, Reading Coaches, all teachers	08/08/05	05/24/06
Provide tutors in the reading classes to work with targeted students in identified weak skill areas.	Assistant Principal of Curriculum, GEARUp, Reading Coaches and Reading Teachers	08/08/05	05/24/06
Provide teacher training in effective differentiated instruction and assessment strategies to meet the needs of the advanced academic students.	Assistant Principal of Curriculum, Department Chair, Curriculum Specialists, and Reading Coaches	08/08/05	05/24/06
Utilize weekly nonfiction reciprocal reading passages across the curriculum	Assistant Principal of Curriculum, Department Chair, Curriculum Specialists and Reading Coaches	08/08/25	05/24/06
Continue to train the faculty to utilize data to target specific deficiencies in students' reading skills.	Assistant Principal of Curriculum, Department Chair, Curriculum Specialists and Reading Coaches	08/08/05	05/24/06

Research-Based Programs

Language!

Soar to Success

Success Maker Enterprise

Prentice Hall - state adopted core literature program

Scholastic XL - state adopted core reading program

Professional Development

Reading Endorsement Classes-September 2005

SuccessMaker training-September 2005

Student Performance Indicators, SnapShot, and Edusoft Training,-October 2005

Language Training!-August 2005

FCAT Explorer-November 2005

Fluency strategies training - November 2005

Independent Reading strategies - August 2005

Reciprocal Reading training - September 2005

Literacy Across the Curriculum best teaching practices - ongoing bimonthly throughout the year.

Evaluation

2006 FCAT Reading Test Results

Quarterly Oral Reading Fluency Assessments

District Interim Reading Assessments

Gates-MacGinitie Reading pre-post test results

SuccessMaker, Accelerated Reader and FCAT Explorer reports

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

Homestead Middle School will continue to improve until all students have met the state standards in mathematics.

Needs Assessment

An analysis of student mathematics performance data reveals the following trends among students in grade six:

- (a) A three percent decrease in the number of students in the sixth grade meeting state standards in mathematics.
- (b) A six percent increase in the number of students in sixth grade scoring at level one.
- (c) A five point decrease in the mean scale scores of students in the sixth grade.
- (d) A 12 point decrease in the mean scale scores of gifted students in the sixth grade.
- (e) A nine percent decrease in the Median NPR scores of the sixth grade students on the FCAT Norm-Referenced Test.

An analysis of student mathematics performance data reveals the following trends among students in grade seven.

- (a) A one percent decrease in the Median NPR scores of the seventh grade students on the FCAT Norm-Referenced Test.

An analysis of student mathematics performance data reveals the following trends among students in grade six through eight:

- (a) A 23 percent decrease in the mastery of all strands in grades six through eight.
- (b) A 14 percent decrease in the correct answers on the algebraic thinking strands in grades six through eight.

An analysis of student mathematics performance data reveals the following trends among students in the AYP subgroups:

- (a) A nine point decrease in the mean scale scores of Hispanic students in the sixth grade.
- (b) A 17 point decrease in the mean scale scores of Students with Disabilities other than gifted students in the sixth grade.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at level three or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at level three or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at level three or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at level three or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at level three or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at level three or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide tutors in the core content classes to monitor student progress in the FCAT Explorer program and assist teachers in identifying weak skill areas through the FCAT Explorer reports.	All Mathematics Teachers, Department Chair, Mathematics Curriculum Support Specialist	08/08/05	05/24/06
Model effective mathematics strategies in mathematics classes	Mathematics Curriculum Support Specialist	8/15/2005	4/28/2006
Implement school wide computer assisted mathematics instruction	All Mathematics Teachers, Mathematics Curriculum Support Specialist, Gear-Up Aides	9/26/2005	4/7/2006
Examine data from District Interim Assessment in Mathematics to inform instruction	All Mathematics Teachers, Mathematics Curriculum Support Specialist	8/16/2005	5/19/2006
Implement Professional Learning Communities of mathematics and science teachers.	Mathematics Curriculum Support Specialist, Interested mathematics and science teachers.	8/15/2005	5/19/2006

Utilize data to enhance curriculum maps to assist teachers as they inform instruction.	All Mathematics Teachers, Department Chair, Mathematics Curriculum Support Specialist	9/26/2005	4/7/2006
Provide inschool and afterschool tutoring to FCAT Level one and two mathematics students in identified strands needing improvements	Mathematics Curriculum Support Specialist	9/6/2005	4/21/2006
Implement school wide motivational and critical thinking activities including the "Mr. O's Mathematical Challenge" and other mathematics competitions.	All Mathematics Teachers, Mathematics Curriculum Support Specialist.	8/15/2005	5/5/2006
Implement Mathematics Curriculum Family Nights.	All Mathematics Teachers, All Mathematics Teachers, Department Chair, Mathematics Curriculum Support Specialist	1/24/2006	1/24/2006
Implement FCAT chats with all students.	Curriculum Support Team, Student Services Department, Selected group of volunteer teachers	9/12/2005	9/23/2005

Research-Based Programs

2005 State and District adopted mathematics textbooks and peripherals
 Glencoe Publishing Co.
 McDougal/Littell Publishing
 Riverdeep, technology based

Professional Development

Literacy Across the Curriculum
 Curriculum Support Specialist Coaching Model
 Professional Learning Communities
 Early release professional development

Evaluation

Results of the 2006 FCAT Mathematics Test
 Results of the 2005-2006 Interim Mathematics Assessments
 SuccessMaker and FCAT Explorer reports

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 3 STATEMENT:

Homestead Middle School will continue to improve in writing until all students are meeting state standards.

Needs Assessment

Analysis of the results of the 2005 FCAT Writing Test revealed the following: Eighty-one percent of the students scored at or above 3.5 on a scale of 6.0. Limited English Proficient students showed a decrease in scores by four percent. Limited English Proficient students scored at 1.9 on the Expository prompt and at 1.8 on the Persuasive prompt. Economically Disadvantaged students scored at 3.4 on the Persuasive prompt. Students with Disabilities scored at 3.4 on the Expository prompt. Students with Disabilities scored at 3.1 on the Persuasive prompt.

Based upon this information, the following needs have been identified for the 2005-2006 school year: 1. Utilize the district language arts scope and sequence to assist in instruction of the areas of weakness. 2. Provide additional writing experiences for low-performing students.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by a one percent increase in the number of students scoring at 3.5 or higher on the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Model effective writing strategies in Language Arts and Social Studies classes	Writing Coach	10/17/05	05/04/06
Tutor eighth grade students with deficient writing scores	Writing Coach	10/24/05	02/02/06
Implement Schoolwide Vocabulary Program	Teachers, Writing Coach	08/08/05	05/12/06
Coach Language Arts and Social Studies teachers in effective writing strategies	Writing Coach	08/10/05	05/12/06
Conduct District Writing Posttest	Language Arts Teachers, Writing Coach	11/28/05	12/02/05
Analyze District Writing Pretest results of LEP students	Writing Coach	09/02/05	09/09/05
Model effective writing strategies in ESOL Language Arts classes	Writing Coach	10/24/05	02/02/06
Tutor eighth grade LEP students with deficient writing scores	Writing Coach	10/24/05	02/02/05
Administer District Writing Pretest using an Expository Prompt.	Language Arts teachers, Writing Coach	08/29/05	09/02/05
Continue to spiral the teaching of effective writing strategies from grades six through eight.	Assistant Principal, Writing Coach, Department Chair, Language Arts Teachers	08/08/05	05/24/06

Research-Based Programs

Writer's Choice – Glencoe

Florida Writes – Mascot Press

6+1 Traits of Writing - Scholastic

Professional Development

Reciprocal Teaching

Using a Rubric

Literacy Across the Curriculum

Strong vs. Weak Arguments, Magnified Moments

Step Up to Writing

6+1 Traits of Writing

Evaluation

Results of the 2006 FCAT Writing Test

Results of the District Writing Pre/Post Tests

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

Homestead Middle School will continue to improve school facilities that support effective performance based lab experiences to reinforce scientific principles and will also analyze FCAT performance strands to identify areas of weakness.

Needs Assessment

An analysis of the results of the 2005 FCAT Science Test reveals the following data: an increase in the mean scale score from 258 to 262. An analysis of student science performance data shows the following opportunities for improvement among eighth graders at Homestead Middle School: (a) a 12 percent decrease in mastery of the scores on the Earth and Space Science Strand. (b) a four percent decrease in mastery of the scores on the Physical and Chemical Strands. (c) a four percent decrease in mastery of the scores on the Life and Environmental Strands. Based upon this information, the following needs have been identified for the 2005-2006 school year: 1. Utilize the district science scope and sequence to assist in instruction of the areas of weakness. 2. Create additional performance based lab experiences.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to 280 on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in monthly interdisciplinary Science and Mathematics Professional Learning Communities (PLC) to make sure that the alignment of instructional activities facilitate student achievement throughout the school year.	Assistant. Principal for Curriculum, Science and Mathematics Coaches, Science and Mathematics Department. Chairs, Science and Mathematics teachers.	08/08/05	05/24/06
Utilize the Riverdeep Mathematics and Science Program to build problem solving skills.	Department Chairs, Curriculum Specialists, Science teachers.	08/08/05	05/24/06
Utilize data to enhance curriculum maps to impact the efficiency of instruction.	Department Chair, Science teachers.	08/08/05	05/24/06
Provide monthly meetings for all science teachers to identify hands-on labs and activities to aid students in the comprehension of key science concepts.	Department Chair, Curriculum Specialist, Science teachers	08/08/05	05/24/06
Increase participation of the number of students in the Science Fair meeting both school wide and district guidelines.	Department Chair, Science teachers	08/08/05	05/24/06
Participate in professional development classes to enhance performance-based activities in science classes.	Assistant. Principal for Curriculum, Department Chairs, Curriculum Specialists, Science teachers	08/08/05	05/24/06

Research-Based Programs

Riverdeep

Glencoe State adopted core Science text book

Professional Development

Curriculum Inservice on Reciprocal Teaching
Technology workshops on Riverdeep
Professional Learning Communities
Training for Snapshot

Evaluation

Results of the 2006 FCAT Science Test
Riverdeep reports

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 5 STATEMENT:

Homestead Middle School will increase the percentage of parental attendance at school-sponsored events.

Needs Assessment

An analysis of parental involvement trends at Homestead Middle School reveals that attendance has been high at extracurricular activities showcasing students, such as band-related events and family curriculum nights. Comparatively, parental involvement at other events, such as PTSA, EESAC, and AIP conferences, has been minimal. In an effort to reduce this trend, the following needs have been identified: a) the need for more activities showcasing students and introducing them to the world of work, b) the need for more school sponsored events which are designed to assist parents in promoting literacy at home (i.e. Real Men Read), and c) the need for expanding existing student recognition efforts to promote positive parental involvement.

Measurable Objective

Given schoolwide focus on showcasing student achievement, parental attendance at school-sponsored activities will increase by two percent in 2005-2006 as evidenced by the results recorded in the Title I Monthly School Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to showcase students and provide content area strategies for parents at Family Curriculum Nights (i.e. FCAT, Science, Language Arts, Mathematics, Social Studies, and Workforce Development Family Nights).	Department Heads, Curriculum Department, Assistant Principal	10/26/05	04/20/06
Employ the assistance of Student Services Personnel to assist in home communication and to provide parents with information regarding student progress and graduation requirements.	Guidance Counselors	08/08/05	05/24/06
Provide an inschool resource center for parents	Assistant Principal	08/08/05	05/24/06
Hold a Parent Teacher Student Association (PTSA) drive to increase parent participation in schoolwide planning issues.	Assistant Principal	08/08/05	05/24/06
Utilize various contacts and media sources to advertise and encourage parental participation in workshops and school-sponsored activities.	Reading Coaches	08/08/05	05/24/06
Utilize the services of the Migrant Program to inform and involve more migrant parents in school-sponsored activities.	Migrant Advocate	08/08/05	05/24/06

Research-Based Programs

CORE WORKS: National Standards for Parent and Family Involvement Programs by the National PTSA/INTERVENTION PROGRAMS; Florida Department of Education, Family/Community Involvement. Family Resources Directory. Tallahassee: 1997.

Professional Development

Monthly EESAC Meetings
Family Curriculum Nights
Parent Academy
DAC (District Advisory Council)

Evaluation

Workshop attendance rosters
Title I Monthly Reports
PTSA membership and attendance records
Team conferences
EESAC attendance rosters
AIP parent conference records.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

Homestead Middle School will decrease the number of suspensions and promote an environment that is safe and conducive to learning which will foster productive citizens in a diverse society.

Needs Assessment

An analysis of the data reveals that during the 2004-2005 school year, 20 percent of the student population were given outdoor suspension, while 33 percent were given indoor suspension. In addition, approximately 35 percent of the student population were given administrative detentions for minor infractions. Based upon the abovementioned data, the following needs have been identified for 2005-2006 school year to ensure safety and provide an orderly learning environment to maximize student achievement: Data shows that students need additional interventions and instruction in constructive life choices. Also, teachers need additional training and support in implementing behavior management.

Measurable Objective

Given implementation of the school wide Positive Behavior Support Program (PBS), the suspension rate will decrease by five percent in the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in Professional Learning Communities to develop effective strategies across different grade levels to enhance student behavior and academic achievement.	Instructional Staff, Assistant Principal	08/08/05	05/24/06
Utilize the TRUST Counselor to infuse drug prevention, coping skills, constructive life choices and abstinence in grades 6-8 through classroom presentations and intervention/prevention groups	TRUST Counselor, Assistant Principal	08/08/05	05/24/06
Implement a Peer Mediation Program in order to reduce the number of referrals to discipline office and educate students in conflict resolution strategies.	TRUST Counselor, Assistant Principal	08/08/05	05/24/06
Utilize Guidance Counselors to educate students in understanding Student Code of Conduct as a means of reducing the number of disciplinary referrals. In addition, Guidance Counselors will counsel students in academic choices through individual and classroom presentation.	Guidance Counselors, Assistant Principal	08/08/05	05/24/06
Monitor the implementation of the Positive Behavior Support Plan (PBS) throughout the school.	Assistant Principal, PBS Committee	08/08/05	05/24/06
Ensure that programs such as Abstinence Between Strong Teens (ABST), Drug Free Youth in Town (DFY-IT), Switchboard of Miami, and Trust Prevention Program are incorporated in grades 6-8.	Assistance Principal, TRUST Counselor	08/08/05	05/24/06

Research-Based Programs

Positive Behavior Support Program (PBS)

Professional Development

Positive Behavior Support Program

Professional Learning Communities

Conflict Resolution and PACES training.

Evaluation

Student Case Management System

PACES Observations

Five by Five Observation Logs

Quarterly Suspension Reports

Positive Behavior Support Program Report

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

Homestead Middle School will enhance and encourage the use of technology by all staff members and students to raise student achievement levels and to improve communication.

Needs Assessment

An analysis of STaR Survey data reveals the following needs in the area of teacher competency in technology.

- a) ten percent of teachers are accomplished in technology.
- b) ten percent of teachers are proficient in technology.

An analysis of StaR Survey data reveals the following needs in the area of professional development in technology.

- a) twenty percent of the money spent on technology is devoted to professional development in technology-related training.
- b) ten percent of technology-related Professional development was coaching and modeling best practices.
- c) twenty percent of technology-related Professional development was electronic tutorial.
- d) sixty percent of technology-related Professional development was hands-on instruction.
- e) ten percent of technology-related Professional development was lecture or demonstration.
- f) forty-five percent of technology-related Professional development was on administrative and management applications.
- g) eighty percent of teachers received training in administrative and management applications.
- h) five percent of teachers received training in integration of technology and curriculum.

An analysis of StaR Survey data reveals the following needs in the area of classroom uses of technology:

- a) there are 100 graphing calculators for student use.
- b) twenty percent of classrooms do not have internet access.
- c) less than twenty-five percent of teachers regularly use technology in desktop video production.

Based upon this information, the following needs have been identified for the 2005-2006 school year:

1. Provide professional development in high quality educational content and technology supported research-based instructional methods.
2. Create additional technology based experiences for students.

Measurable Objective

Given greater access to and professional development in technology supported research-based instructional methods, there will be a ten percent increase in the number of instructional personnel reaching proficient levels of technological competency as documented by data from the 2005-2006 FCAT STaR Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide teacher training in the effective use of the Accelerated Reader Program.	Media Specialist	8/15/2005	9/12/2005
Provide teacher training in the effective use of the Student Performance Indicator software.	Curriculum Support Team	8/15/2005	5/26/2006
Provide teacher training in the effective use of the Academic Improvement Plan.	Curriculum Support Team	8/15/2005	5/26/2006
Provide teacher training in the effective use of the Examview Pro test generator.	Curriculum Support Team, Department Chairpersons	8/15/2005	5/26/2006
Provide teacher training in the effective use of the Electronic Gradebook Program.	Electronic Gradebook Administrator	8/8/2005	5/26/2006
Provide teacher training in the effective use of the Edusoft Program.	Curriculum Support Team	8/15/2005	5/26/2006
Provide teacher training in the effective use of integrating teaching and technology.	Curriculum Support Team, Media Specialist	8/15/2005	5/26/2006

Research-Based Programs

Professional Development

Electronic gradebook for both the reporting of grades and parent communication
 Student Performance Indicator Program
 Annual Yearly Progress Program
 Edusoft
 Examview Pro test generator
 Graphing calculators
 Integrating teaching and technology

Evaluation

Results of the 2006 STaR Survey

Results of the Technology Survey 2005-2006

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

Homestead Middle School will continue to improve the health and fitness of its students to ensure positive and healthy lifestyle choices.

Needs Assessment

To properly assess both student fitness performance, and healthy life choice success, it is recommended that Homestead Middle School administer a pre- and post test to determine students baseline measures. In addition, according to the physical fitness test summary of Presidential Physical Fitness Awards only 37 percent of students enrolled in Physical Education obtained the Gold Level. Furthermore, 54 percent of students enrolled in Physical Education obtained the Silver Level.

Measurable Objective

Given instruction in Physical Education using the Sunshine State Standards, there will be a three percent increase in the number of students reaching the Gold Level of the Presidential Physical Fitness Award during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that the appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Principal, Assistant. Principal for Curriculum, Physical Education Teacher.	08/08/05	05/24/06
Monitor the Physical Education program to ensure that the teacher selects activities specifically related to the Presidential Award skill items.	Principal, Assistant. Principal for Curriculum.	08/08/05	05/24/06
Utilize Data from the Healthy Lifestyle Pretest to align Sunshine State Standards to maximize student achievement.	Curriculum Specialist, Science teachers, and Physical Education teacher.	08/08/05	05/24/06
Utilize the TRUST Counselor to infuse drug prevention, coping skills, constructive life choices and abstinence in grades six through eight through classroom presentations and intervention/prevention groups.	TRUST Counselors, Assistant Principal for Curriculum, Science teachers.	08/08/05	05/24/06
Ensure that programs such as Abstinence Between Strong Teens (ABST), Drug Free Youth in Town (DFY-IT), Switchboard of Miami, and Trust Prevention Program are incorporated in grades six through eight, and promoted by the Homestead Middle School staff.	Assistant Principal of Curriculum, Faculty and Staff	08/08/05	05/24/06

Research-Based Programs

Positive Behavior Support (PBS)

Professional Development

Fitness Gram Workshop

Evaluation

Results of the 2006 Presidential Physical Fitness Awards

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

Homestead Middle School students will be given the opportunity to pursue areas of special interest, career exploration and develop individual talents.

Needs Assessment

The enrollment in elective classes during the 2005-2006 school year is approximately seven hundred students, which is 58 percent of the student population. A large number of students are required to take intensive reading classes. In addition, there are students taking course recovery. This has caused a reduction in the number of students who are able to take two electives to develop special interests, talents, and career exploration. In addition, the chorus program and piano keyboarding classes had to be eliminated as electives. Therefore, there is a need to look at creative methods for students to pursue these interests.

Based upon this information, the following needs have been identified for the 2005-2006 school year:

1. Increase the number of afterschool clubs to provide opportunities for students to pursue extracurricular interests.
2. Increase the number of students who participate in afterschool activities.

Measurable Objective

Given data based on 2005-2006 enrollment in elective courses, there will be a ten percent increase in the enrollment of students in elective classes or interest clubs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct literacy events using role models from the community in various career areas	Career Specialist and Curriculum Specialist	08/08/05	05/24/06
Conduct a Workforce Family Night to showcase the programs available to students.	Department Chair and Selected Teachers	10/27/05	11/01/05
Establish Professional Learning Communities to facilitate discussion and ideas to increase the number of students eligible for electives.	Principal, Teachers	08/08/05	05/24/06
Conduct FCAT Chats to provide career counseling and specific strategies to improve achievement.	Assistant Principal of Curriculum, Curriculum Specialists, Reading Coaches, Selected Teachers	08/08/05	05/24/06
Develop clubs and extracurricular activities that will allow students to develop special interests, talents, and career exploration.	Assistant Principal and Selected Teachers	08/08/05	05/24/06

Research-Based Programs

Professional Development

Small Learning Communities
Secondary School Reform
Summit

Evaluation

Rosters and sign in logs for interest clubs

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Homestead Middle School will rank at or above the 90th percentile statewide in the Return on Investment index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Homestead Middle School ranked at the 61st percentile on the State of Florida ROI index.

Measurable Objective

Homestead Middle School will improve its ranking on the State of Florida Return on Investment index publication from the 61st percentile in 2003 to the 66th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	08/08/05	05/24/06
Collaborate with the district on resource allocation.	Principal	08/08/05	05/24/06
Consider shared use of facilities, partnering with community agencies	Principal	08/08/05	05/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	08/08/05	05/24/06

Research-Based Programs

Professional Development

Evaluation

On the next State of Florida ROI index publication, Homestead Middle School will show progress toward reaching the 90th percentile.

GOAL 11: OTHER

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 11 STATEMENT:

Needs Assessment

Measurable Objective

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in the state's Five Star School Award Program	Principal	08/08/05	05/24/06
Offer opportunities for school personnel to be trained in fiscal management	Principal	08/08/05	05/24/06

Research-Based Programs

Professional Development

Evaluation

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors 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.</i>

Budget:

The EESAC examined and recommended budget expenditures relative to all areas of the school, such as the purchase of Student Agendas and the continued use of Curriculum Specialists in the content areas.

Training:

The EESAC recommended staff development activities for FCAT preparation, especially the continued utilization of the Literacy Across the Curriculum Plan and the Curriculum Mapping Plan.

Instructional Materials:

The EESAC made recommendations for the 2005-2006 budget that reflected the purchasing of instructional materials, such as the Language! Program, Mascot Press Florida Writes, Amsco Preparing for the FCAT Through Reading in Science and Social Studies and Through Mathematics.

Technology:

The EESAC Technology subcommittee made recommendations to continue technology upgrades throughout the school, utilize the Pinnacle Gradebook, and encourage staff communications through Microsoft Outlook. The EESAC Technology subcommittee also recommended the expanded use of mobile laptop labs in a variety of subject areas and classrooms. In addition, the EESAC Technology subcommittee recommended the continued use of the Accelerated Reader Program, NCS Learn Successmaker, Riverdeep, and FCAT Explorer computer-assisted instruction.

Staffing:

The EESAC made recommendations to the principal regarding staffing. Reading, Writing, Mathematics, and Science Coaches will continue to support teachers in the integration of the Literacy Across the Curriculum Plan.

Student Support Services:

The EESAC made recommendations to continue holding parent conferences, child study teams, Academic Improvement Plan conferences, and Limited English Proficiency committee meetings to support student achievement.

Other Matters of Resource Allocation:

The EESAC reviewed expenditures of Title I, EESAC, Magnet, and FCAT Enhancement Funds.

Benchmarking:

The EESAC made recommendations to the principal regarding the continuation of benchmarking activities through the Literacy Across the Curriculum Plan, Vertical Teaming, and the Curriculum Mapping Initiative.

School Safety & Discipline:

The EESAC made recommendations to continue the middle school teaming concept, D-FY-IT, and the 5000 Role Model Program. The EESAC made recommendations to implement the PBS (Positive Behavior Support) Program.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent