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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 6251 - Homestead Middle School

*FeederPattern:* South Dade Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* Martin T. Reid

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Homestead Middle School*

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Homestead Middle School serves a multi-ethnic population of 1154 students in a predominantly low-income community. After analyzing and evaluating relevant data, such as the School Demographic and Academic Profiles, the Florida Comprehensive Assessment Test results, the School Report Card, the 2005-2006 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 2006-2007 school year. To achieve these objectives, appropriate strategies have been discussed and planned. These 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 utilizing the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, African American students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, Students With Disabilities will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, Limited English Proficient students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction utilizing the Sunshine State Standards, Students With Disabilities in grades six through

eight will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction utilizing the Sunshine State Standards, African American students in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction utilizing the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction utilizing the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction utilizing the Sunshine State Standards, Limited English Proficient students in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction utilizing the Sunshine State Standards, the Lowest 25 percent of students in grades six through eight will improve their mathematics skills as evidenced by 50 percent making annual learning gains on the 2007 administration of the FCAT Mathematics Test.

Given instruction utilizing the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 86 percent of the students scoring at 3.5 or higher on the 2007 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science performance as indicated by 45 percent scoring at Level 3 or higher on the 2007 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 2006-2007 as evidenced by the results recorded in the Title I Monthly School Reports as compared to the 2005-2006 Title I Monthly School Reports, which included 1047 parents attending school-sponsored activities.

Given implementation of the school wide Positive Behavior Support Program (PBS) and increased counseling interventions, the suspension rate of 53 percent in the 2005-2006 school year will decrease by ten percent in the 2006-2007 school year, as documented by a comparison of the number of Student Case Management forms.

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 2007 STaR Survey as compared to the results of the 2006 STaR Survey.

Given data based on the results of the 2007 FITNESS GRAM, there will be a three percent increase in the number of students achieving the Gold Level and a three percent increase in the number of students achieving the Silver Level.

Given data based on 2005-2006 enrollment in interest clubs of 327 students, there will be a ten percent increase in the participation of students based on attendance logs from 2006-2007.

Homestead Middle School will improve its ranking on the State of Florida Return on Investment index publication from the 56th percentile in 2004-2005 to the 61st 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 obstacles that impede 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 2006-2007 School Improvement Plan. The magnet program in aerospace, aviation, travel, and tourism will continue to provide increased success for all students in the latest technological advances. The Homestead Middle School Leadership Team will continue to provide training to parents in techniques to improve children's academic performance through six Curriculum Family Nights. The Parent Academy will continue to assist parents with community-based issues. 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

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.

## *School Demographics*

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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 1154 students from a predominantly economically disadvantaged 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-four percent participate in the regular, advanced, or gifted curriculum; sixteen percent participate in the Exceptional Education program; and ten percent are Limited English Proficient and participate in the English for Speakers of Other Languages program. The ethnic/racial makeup of the student population is: twenty-five percent black non-Hispanic, sixty-four percent Hispanic, nine percent white non-Hispanic, and two percent multiracial. The mobility rate of the school is thirty-three percent and the economically disadvantaged population is ninety percent. The attendance rate is at 91.92 percent. The retention rate is at less than two percent. Twenty-two percent of the students have received outdoor suspension, while 31 percent have been assigned to indoor suspension. According to the physical fitness test summary of Presidential Physical Fitness Awards, seventy-seven percent of students enrolled in Physical Education obtained the Gold Level. Twenty-two percent of students enrolled in Physical Education obtained the Silver Level.

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 Writing Coach, one part-time Career Specialist, one TRUST Specialist, one SPED Program Specialist, two 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 is ten years. Twenty-nine teachers have advanced degrees. One teacher is Nationally Board Certified, and one teacher is 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: The Literacy Across the Curriculum Plan, Curriculum Mapping Initiative, CRISS Project, and Student/Career Development Plan in grades six through eight. The schoolwide 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 Special Education Department, which includes a Bertha Abess program for Severely Emotionally Disturbed and Emotionally Handicapped students, as well as special content area and elective courses for Educable Mentally Handicapped, Learning Disabled, Physically Impaired, and Gifted students. Instruction is provided in traditional classroom settings and is enhanced by our schoolwide computer network. An Inclusion Model has been implemented to serve 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 Middle fosters positive articulation between the elementary, middle, and high school to ensure a successful academic transition for all students at all grade levels.

Homestead Middle School enjoys a collaborative relationship with Florida International University and Miami Dade College. Through a partnership with FIU, Homestead Middle School enjoys the benefits of the GEAR-UP program. GEAR-UP, 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.

The Title I Migrant Outreach Program provides counseling, tutoring, and other support services to targeted students at Homestead Middle School.

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*

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## ***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 4.1 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), New Teacher Support Teams (NEST), 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 Continuous Improvement Model (CIM) 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 4.2 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, Comprehensive English Language Learning Assessment (CELLA), and District Writing Pre/Post tests. 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 4.3 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 guidance counselors provide individual student conferences and 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

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## **• 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 New Educator Support 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:**

MARTIN T. REID, PRINCIPAL

Mr. Reid has had more than ten years of administrative experience. He was instrumental in increasing student achievement at his former school, Lauderdale Lakes Middle School, and improving his school's grade from a C to a B. His efforts also resulted in improved student achievement at Sunland Elementary School, where he had responsibility for the Language Arts and Reading programs. Under his leadership, the reading programs were restructured and new strategies were implemented. A staff development needs assessment resulted in more training for all teachers. In addition, appropriate coaching and mentoring were provided under Mr. Reid's leadership.

DR. MARGARET FAHRINGER, ASSISTANT PRINCIPAL FOR CURRICULUM

Dr. Fahringer has over thirty-one years of experience in the field of education. Prior to becoming a curriculum administrator at Homestead Middle, Dr. Fahringer served as an administrator at Redland Middle School, a SPED Program Specialist for eleven years and a SED teacher for ten years at Centennial Middle School. During her stay at Centennial, Dr. Fahringer developed a Gifted Learning Disabled Program and began the first inclusion classes. Her successes at Redland include creating the inclusion program in the 2004 school year, which led to an increase in learning gains in both the ESE and general education students involved in the program. Furthermore, in the 2004 school year, Dr. Fahringer implemented the ESE consulting program. The students involved in this program, on average, increased their GPA by .9 percentage points. During her career she received Council of Exceptional Student Miami Chapter Administrator of the Year for her outstanding work in Exceptional Student Education. Dr. Fahringer facilitates the Technology Committee, the Curriculum Team and the SPED Leadership Team ensuring that the needs of all students as well as the teachers are addressed in a timely manner. She facilitates and monitors the Mentor Program for beginning teachers. Dr. Fahringer's history speaks for itself in regard to her true dedication to education. In her spare time, she teaches graduate courses at NOVA Southeastern University and St. Thomas University.

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. At Homestead Middle School, Mr. Pfeifer works closely with the administrative team and staff to ensure a safe and secure learning environment by responding to discipline concerns for the eighth grade and SPED. Additionally, he approves and oversees all student activities conducted on and off campus.

#### 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:**

The Teacher Mentoring Program is administered and monitored by Dr. Fahringer, the Assistant Principal assigned to Teacher Mentoring. New teachers meet with Dr. Fahringer once a month for assistance and to discuss progress. New teachers' lesson plans are reviewed and approved on a weekly basis by Dr. Fahringer to ensure compliance. Each new teacher is assigned a mentor to assist them with lesson plans, discipline techniques, and teaching strategies. Mentor teachers provide new teachers with guidance and assistance when needed.

Homestead Middle School's Teacher Mentoring Program ascribes to the policies and procedures set forth in the District's IPEGS (pilot program) 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 New Teacher Support Team (NEST), 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 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. They also share Best Practices and strategies for teaching the benchmarks in an effort to enhance the instructional practices of teachers. This model also provides opportunities for new teachers to receive feedback and readjust their strategies.

### **• 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 provide Supplemental Educational Services (SES) after school to address the needs of students deficient in the areas of Reading and Mathematics as evidenced by their scores on the 2006 FCAT.

• **School Wide Improvement Model**

Homestead Middle School will incorporate the Continuous Improvement Model (CIM). The CIM will involve a four-step process that is a systematic model for making improvements in services. The cycle will include: Plan - for changes to bring about improvement, Do - changes on a small scale first to bring about improvement, Study - to see if changes are working, and Act - to obtain 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, District Interim Reading and Mathematics Assessments, the Instructional Focus Mini-assessments, the MAZE, the Diagnostic Assessment of Reading (DAR), 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 literacy skills until all students have met the state standards in reading and are literate and productive members of society.

### ***Needs Assessment***

An analysis of FCAT 2006 data reveals that 62 percent of students in grades six through eight are 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.

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 51 percent mastery in this strand. Students also showed weakness in applying reference and research skills while reading, with an average mastery of 49 percent. Students need to understand fact and opinion, strong vs. weak arguments and using multiple sources of information to effectively comprehend real world text. Students need additional support in making comparisons while reading and determining cause and effect relationships. There is an average of 55 percent mastery in this strand on the FCAT Test.

Furthermore, the number of eighth grade students scoring high Standards on the 2006 FCAT Reading Test decreased by two percent. The number of eighth grade students scoring at Achievement Level 1 on the 2006 FCAT Reading Test increased by five percent.

Eighth grade students need more help with Vocabulary, scoring at 50 percent mastery on this strand.

Subgroups of students achieving at Level 3 and above on the 2006 FCAT Reading Test included the following:

- Total Scores - 37 percent
- White - 68 percent
- Black - 32 percent
- Hispanic - 33 percent
- Economically Disadvantaged - 34 percent
- Limited English Proficiency - 8 percent
- Students With Disabilities - 12 percent.

Thirty three of the advanced academic and gifted students decreased one or more levels on the FCAT Reading Test in 2006.

Based upon this information, the following needs have been identified for the 2006-2007 school year:

1. CRISS Training needs to be completed by additional staff members to develop learning strategies which maximize reading comprehension.
2. Differentiated instruction needs to be utilized throughout the advanced academic and gifted classes to ensure that students maintain high standards in reading.
3. More teachers need to become certified to teach reading.
4. The Literacy Across the Curriculum Project needs to continue to utilize reciprocal teaching strategies with explicit instruction and an emphasis on independent reading strategies which will impact vocabulary development; this project needs 100 percent of staff and student participation to ensure continued achievement.
5. The Continuous Improvement Model needs to be utilized, with its steps of Plan, Do, Study, and Act.
6. A Reading Instructional Focus Calendar will to be provided across the curriculum, utilizing mini-assessments to assess student progress on specific benchmarks and provide reteaching and remediation as needed.
7. Additional training and updating of skills with various software programs, such as FCAT Explorer, Florida Achieves, Successmaker, Edusoft, Snapshot, Student Performance Indicators, and Accelerated Reader to maximize the effects of their use with student achievement and data analysis.
8. Training and updating of teacher skills in the areas of fluency and reciprocal teaching will be addressed through inservice with the Language!, Soar to Success, and Scholastic XL programs.
9. Training in the use of various progress monitoring assessments, such as MAZE, Gates-MacGinitie, District Interim Reading Assessment, and Diagnostic Assessment of Reading (DAR) will provide additional ways of collecting and analyzing data to drive instruction.
10. Tutoring of targeted subgroups needs to be continued to address skill deficiencies.

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 utilizing the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, African American students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, Students With Disabilities will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, Limited English Proficient students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to utilize the Literacy Across the Curriculum Project, using reciprocal teaching strategies with explicit instruction and an emphasis on independent reading strategies which will impact vocabulary development; this project needs 100 percent of staff and student participation to ensure continued achievement.	Assistant Principal of Curriculum, Department Chair, Curriculum Specialists and Reading Coaches	08/14/06	05/30/07	Continuous Improvement Model	\$1000.00
Provide Reading Endorsement classes and other inservice opportunities on site to assist teachers in analyzing data, remediating targeted students, and becoming highly qualified and skilled.	Assistant Principal of Curriculum and Reading Coach, Curriculum Team	09/18/06	05/30/07	District-wide literacy plan	\$1000.00
Continue Professional Learning Communities to promote collegial support for improved teaching of reading across the curriculum to	Principal and teachers	08/01/06	05/30/07	Continuous Improvement Model	\$0.00



promote rigorous instruction which will allow students to maintain high standards on the FCAT Reading Test.					
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	08/14/06	05/30/07	Continuous Improvement Model	\$700.00
Continue to provide a Reading Instructional Focus across the curriculum, assess student progress utilizing mini-assessments and provide reteaching and remediation as needed.	Assistant Principal for Curriculum, Reading Coaches, Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$2000.00
Provide explicit, systematic intensive instruction through a researched-based reading program to students achieving at the lowest levels on the FCAT Reading Test.	Assistant Principal of Curriculum, Reading Coaches, and selected Reading Teachers.	08/14/06	05/30/07	District-wide literacy plan	\$5000.00
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	8/14/06	05/30/07	District-wide literacy plan	\$0.00
Identify students using the CIM model to provide tutoring and small group instruction to increase fluency, vocabulary, phonics, and comprehension through Scholastic XL, Soar to Success, Success Maker Enterprise, computer assisted learning, and Supplemental Educational Services to targeted subgroups not reaching state mastery on the FCAT Reading Test.	Assistant Principal of Curriculum, Test Chair, Reading Coaches, and Reading Teachers.	08/14/06	05/30/07	District-wide literacy plan	\$5000.00
Administer the Interim Reading Assessments 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.	Reading Coaches, Test Chair	10/16/2006	5/16/2007	Continuous Improvement Model	\$1000.00

## 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 2006  
Continous Improvement Model-August 2006  
SuccessMaker training-September 2006  
Soar to Success-September 2006  
Scholastic XL-September 2006  
MAZE training-2006  
Diagnostic Assessment of Reading-2006  
Student Performance Indicators, SnapShot, and Edusoft Training-October 2006  
Language! training-August/September 2006  
FCAT Explorer-October 2006  
Florida-Achieves.com Mini Assessment-October 2006  
Fluency strategies training - November 2006  
Independent Reading strategies - August 2006  
Reciprocal Reading training - September 2006  
Literacy Across the Curriculum best teaching practices for Instructional Focus - ongoing bimonthly throughout the year  
CRISS training

## **Evaluation**

2007 FCAT Reading Test Results-yearly  
Maze Progress Monitoring-triannually  
Instuctional Focus Mini-Assessment Results-monthly  
District Interim Reading Assessment Results-triannually  
Gates-MacGinitie Reading Pre-Posttest Results  
SuccessMaker, Accelerated Reader, and FCAT Explorer Reports-monthly  
Language! Summative Test Results-biannually

## 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 numerate skills until all students have met the state standards in mathematics.

### ***Needs Assessment***

An analysis of 2006 FCAT Mathematics data reveals the following trends among students in grade six:

- (a) A six percent increase in the number of students scoring at Level 1,
- (b) A 12 point decrease in the mean scale scores of gifted students, and
- (e) A nine percent decrease in the Median NPR scores of the sixth grade students on the FCAT Norm-Referenced Test.

An analysis of 2006 FCAT Mathematics data reveals the following trends among students in grade seven:

- (a) A three percent decrease in the number of students meeting state standards,
- (b) A five percent increase in the number of students scoring at Level 1, and
- (c) A four percent decrease in the mean scale score.

An analysis of 2006 FCAT Mathematics data reveals the following trends among students in grade eight:

- (a) A seven percent decrease in the number of students meeting state standards,
- (b) A five percent increase in the number of students scoring at Level 1, and

(c) A four percent decrease in the mean scale score.

Subgroups of students achieving at Level 3 and above on the 2006 Mathematics Test included the following:

- Total Scores - 36 percent
- White - 68 percent
- Black - 26 percent
- Hispanic - 34 percent
- Economically Disadvantaged - 32 percent
- Limited English Proficient - 13 percent
- Students With Disabilities - 14 percent

Sixth grade students did not achieve Annual Learning Gains. This has been a trend for the past three years.

An analysis of the 2006 FCAT Mathematics data reveal the following trends regarding the mathematics benchmarks:

- a) Number Sense - 43 percent
- b) Measurement - 34 percent
- c) Geometry - 44 percent
- d) Algebraic Thinking - 35 percent
- e) Data Analysis - 46 percent

Based on this information, the following needs have been identified for the 2006-2007 school year:

1. Professional Learning Communities of mathematics teachers need to be established to continually revisit the Mathematics Curriculum Map in order to focus on strategies that are aligned to the benchmarks, especially in the areas of Measurement, Number Sense, and Algebraic Thinking.
2. Differentiated instruction needs to be utilized throughout the advanced academic and gifted classes to ensure that students maintain high standards in mathematics.
3. A Mathematics Instructional Focus Calendar needs to be provided across the curriculum, utilizing mini-assessments to assess student progress on specific benchmarks and provide reteaching and remediation as needed.
4. The Continuous Improvement Model (CIM) needs to be utilized, with its steps of Plan, Do, Study, and Act.
5. Additional training and updating of skills with various software programs, such as FCAT Explorer, Florida Achieves, Riverdeep, Edusoft, Snapshot, and Student Performance Indicators, to maximize the effects of their use with student achievement and data analysis.
6. Mathematics tutoring need to be provided through the school and the various Supplemental Educational Services (SES) for students not reaching mastery through the progress monitoring process.

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 utilizing the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction utilizing the Sunshine State Standards, Students With Disabilities in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction utilizing the Sunshine State Standards, African American students in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction utilizing the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction utilizing the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction utilizing the Sunshine State Standards, Limited English Proficient students in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction utilizing the Sunshine State Standards, the Lowest 25 percent of students in grades six through eight will improve their mathematics skills as evidenced by 50 percent making annual learning gains on the 2007 administration of the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide afterschool tutoring through Supplemental Educational Services for students not reaching state mastery on the FCAT Mathematics Test.	Principal, Supplemental Educational Service Provider	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct Mathematics Curriculum Family Night.	All Mathematics Teachers, Department Chair, Mathematics Department Chair	1/08/2007	1/31/2007	Continuous Improvement Model	\$500.00
Continue Professional Learning Communities to promote collegial support for improved teaching of mathematics to promote rigorous instruction which will allow students to maintain high standards on the FCAT	All Mathematics Teachers, Department Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00

Mathematics Test.					
Begin a Mathematics Club to prepare students meeting high standards for district mathematics' competitions.	Mathematics Club Sponsor	8/14/2006	05/30/2007	Continuous Improvement Model	\$1000.00
Continue schoolwide motivational and critical thinking activities including a weekly "Mathematical Challenge" and other mathematics competitions.	All Mathematics Teachers, Mathematics Department Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$500.00
Conduct FCAT Chats to provide individual counseling to each student on specific strategies for improving their mathematics test scores.	Curriculum Support Team, Student Services Department, Selected group of volunteer teachers	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Administer the Interim Mathematics Assessment to monitor student progress in mastering mathematics skills that are assessed on the FCAT Test and provide strategies and remediation for students not making sufficient progress.	Mathematics Department Chair, Mathematics Teachers	8/14/2006	05/30/07	Continuous Improvement Model	\$0.00
Provide computer-assisted instruction and tutors in the core content classes to monitor student progress in the FCAT Explorer, Successmaker Enterprise, and Riverdeep programs and assist teachers in identifying weak skill areas through the FCAT Explorer reports.	All Mathematics Teachers, Department Chair	08/14/06	05/30/07	Continuous Improvement Model	\$1000.00
Continue to provide a Mathematics Instructional Focus across the curriculum, assess student progress utilizing mini-assessments, and provide reteaching and remediation as needed.	Mathematics Department Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$500.00
Utilize the district mathematics curriculum map, using the research-based state and district adopted textbooks to guide instruction.	All Mathematics Teachers, Department Chair, Specialist	08/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## **Research-Based Programs**

2006 State and District adopted mathematics textbooks and peripherals  
Glencoe Publishing Co.  
McDougal/Littell Publishing  
Riverdeep, technology based  
SuccessMaker Enterprise  
Cognitive Tutor-Bridges to Algebra

## **Professional Development**

Literacy Across the Curriculum  
Professional Learning Communities  
FIU Texas Instrument Calculator Training

## **Evaluation**

Results of the 2007 FCAT Mathematics Test  
Results of the 2006-2007 Interim Mathematics Assessments - quarterly  
Results of the 2006-2007 Instructional Focus Mini-Assessments - biweekly  
Success Maker Enterprise and FCAT Explorer reports - ongoing

## 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.)

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 checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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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's students will continue to improve in writing until all students are meeting state standards.

### **Needs Assessment**

Analysis of the results of the 2006 FCAT Writing Test revealed the following: Fifteen percent of the students scored below 3.5 on a scale of 6.0.

All of the subgroups made adequate progress; however, there was a decrease in the number of students scoring in the 5.0-6.0 range. Based upon this information, the following needs have been identified for the 2006-2007 school year:

1. Utilize the Language Arts Curriculum Map to assist in instruction of the areas of weakness.
2. Utilize a Writing Instructional Focus Calendar to spiral the teaching of writing throughout the three grade levels.
3. Provide additional training in Holistic Scoring for teachers in all curriculum areas.
4. Provide additional writing experiences for low-performing students.
5. Provide additional writing experiences for Advanced Academic 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Measurable Objective

Given instruction utilizing the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 86 percent of the students scoring at 3.5 or higher on the 2007 administration of the FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct Writer's Workshops on a monthly basis for all eighth grade students.	Writing Coach, Language Arts Teachers	9/22/2006	02/02/07	Continuous Improvement Model	\$0.00
Coach Language Arts and Social Studies teachers in effective writing strategies.	Writing Coach	8/31/2006	05/11/07	Continuous Improvement Model	\$0.00
Provide parents with strategies that can be used at home to support writing achievement through hands-on activities at the FCAT and Language Arts Family Nights.	Language Arts Department Chair, Writing Coach	10/4/2006	1/31/2007	Continuous Improvement Model	\$500.00
Provide Holistic Scoring Training to Language Arts, Reading, and Social Studies Teachers.	Writing Coach	08/31/06	05/15/07	Continuous Improvement Model	\$1000.00
Tutor sixth, seventh, and eighth grade students with deficient writing scores.	Writing Coach	9/18/2006	05/15/07	Continuous Improvement Model	\$0.00
Analyze District Writing Pretest results to target students for tutoring.	Writing Coach	9/14/06	09/21/06	Continuous Improvement Model	\$0.00
Model effective writing strategies in Language Arts and Social Studies classes.	Writing Coach	9/14/2006	02/02/07	Continuous Improvement Model	\$0.00
Administer District Writing Pretests using both Expository and Persuasive Prompts.	Language Arts teachers, Writing Coach	08/21/06	08/25/06	Continuous Improvement Model	\$0.00
Continue utilizing the Literacy Across the Curriculum Initiative, with special emphasis on Reciprocal Teaching and the implementation of the Schoolwide Vocabulary Program.	Teachers, Writing Coach	8/14/2006	5/15/2007	Continuous Improvement Model	\$12000.00
Continue to spiral the teaching of 6+ Traits of Effective Writing strategies from grades six through eight, with emphasis on the use of the six point rubric, strong versus weak arguments, and magnified moments.	Assistant Principal, Writing Coach, Department Chair, Language Arts Teachers	08/31/06	05/15/07	Continuous Improvement Model	\$0.00

## **Research-Based Programs**

Writer's Choice – Glencoe

Florida Writes – Mascot Press

6+1 Traits of Effective 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

Holistic Scoring

## **Evaluation**

Results of the 2007 FCAT Writing Test - yearly

Results of the District Writing Pre/Post Tests - quarterly

Site-generated prompts - monthly

## 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*

#### *District Strategic Plan*

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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 until all students have met the State of Florida Standards in Science.

### ***Needs Assessment***

An analysis of the results of the 2006 FCAT Science Test reveals the following data: 62 percent of eighth grade students scored at Level 1 and 26 percent scored at Level 2. Only 12 percent of the students tested scored at Levels 3 or above. Additionally, there was a significant decrease in the mean scale score from 262 to 244.

Analysis of student science performance data shows the following additional opportunities for improvement among eighth graders at Homestead Middle School: (a) a ten percent decrease in mastery of the content in the Physical and Chemical strand and (b) a ten percent decrease in mastery of the content in the Scientific Thinking strand.

Positive notes include a 13 percent increase in mastery of the content in the Earth and Space Science Strand, perhaps due to increased focus on this specific strand. A second encouraging result is in the percentage of students reaching the highest levels of achievement. The school's result of one percent scoring at Level 5 exceeds the District average (0 percent) and matches the State average (one percent).

The results of the 2006 FCAT Science Test indicate that the majority of eighth grade students are not achieving at the proficiency level. Therefore, data indicates a need for greater rigor in classroom instruction and increased attention to addressing measured benchmarks.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science performance as indicated by 45 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Participate in professional development classes to enhance performance-based activities in science classes.	Assistant. Principal for Curriculum, Department Chairs, Curriculum Specialists, Science teachers	08/14/06	05/30/07	Continuous Improvement Model	\$500.00
Increase the number of lab activities weekly by infusing the Project Vision: Laboratory Experiences for Middle School students program provided by Florida International University (GEARUP).	Assistant. Principal for Curriculum, Department Chairs, Curriculum Specialists, Science teachers	8/14/06	5/30/07	District Strategic Plan	\$500.00
Increase the use of internet and virtual lab resources in the science classrooms (Glencoe Virtual Labs and Interactive Text) to increase student performance in the Scientific Thinking and Physical/Chemical stands of the FCAT Science Test.	Assistant Principal for Curriculum, Science Department Chair, science teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Increase the number of students participating in the Science Fair and other science and technology competitions (SECME, Fairchild Challenge, Future City).	Assistant Principal for Curriculum, Science Department Chair, science teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Train teachers in analyzing assessment results to align instruction using Snapshot data.	Assistant Principal for Curriculum, Science Department Chair, science teachers	8/14/06	5/30/07	District Strategic Plan	\$500.00
Participate in monthly science Professional Learning Communities (PLC) to provide activities to promote improved teaching of reading skills specific to science text passages, non-fiction related to science, biography and history, and to provide collegial support for improved instruction.	Assistant Principal for Curriculum, Science Department Chair, science teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide a Science Instructional Focus across	Assistant. Principal for Curriculum,	8/14/06	5/30/07	Continuous	\$0.00

the curriculum, assess student progress utilizing mini-assessments and provide reteaching and remediation as needed.	Department Chairs, Curriculum Specialists, Science teachers			Improvement Model	
Utilize Glencoe's "Succeeding on the FCAT" diagnostic/prescriptive program for remediation, using the teacher management system to provide documentation of individualized remediation.	Assistant Principal for Curriculum, Science Department Chair, science teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Employ research-based instructional practices. (e.g. computer-assisted instruction and science manipulatives that impact student mastery of mathematical application skills in science across all grades and disciplines)	Assistant Principal for Curriculum, Science Department Chair, science teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$1000.00

## Research-Based Programs

Glencoe State adopted Science text book and resource material.

National Science Foundation SciLinks Resources

Project Vision: Laboratory Experience for Middle School Students

## Professional Development

Professional Learning Communities

Region VI Sponsored Workshops:

Using Sunshine State Standards & Performance Item Specifications in Correlation with the Pacing Guide/Curriculum Map.

Writing in Science/Using the FCAT Rubrics

FCAT Project Review

Dade County Science Teachers Annual Conference

## Evaluation

Results of the 2007 FCAT Science Test

Glencoe "Succeeding on the FCAT" remediation results - monthly

Mini-assessments - monthly

## 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*

#### *District Strategic Plan*

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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 and increase enrollment in Parent Academy classes.

### ***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 based on parent logs and Title I Monthly Reports.

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),
- 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 2006-2007 as evidenced by the results recorded in the Title I Monthly School Reports as compared to the 2005-2006 Title I Monthly School Reports, which included 1047 parents attending school-sponsored activities.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Hold a Parent Teacher Student Association (PTSA) drive to increase parent participation in schoolwide planning issues.	Assistant Principal	08/08/06	05/24/07	Continuous Improvement Model	\$0.00
Increase parental enrollment in Parent Academy courses	Assistant Principals, counselors, Parent Academy personnel	9/1/06	05/01/07	District Strategic Plan	\$200.00
Employ the assistance of Student Services Personnel and Connect Ed to provide parents with information regarding school activities, student progress, and graduation requirements.	Guidance Counselors	08/08/06	05/24/07	Continuous Improvement Model	\$0.00
Provide a school site resource center for parents based on the National PTA Standards.	Assistant Principal	08/08/06	05/24/07	Continuous Improvement Model	\$100.00
Provide trade books for students to take home to involve parents in the implementation of the Comprehensive Reading Plan.	Assistant Principal for Curriculum, Reading Coaches, Language Arts Department Chair	8/15/2006	5/30/2007	Continuous Improvement Model	\$3000.00
Utilize the services of the Migrant Program to inform and involve more migrant parents in school-sponsored activities.	Migrant Advocate	08/08/06	05/24/07	Continuous Improvement Model	\$0.00
Utilize various contacts and media sources to advertise and encourage parental participation in workshops and school-sponsored activities.	Reading Coaches, Career Specialist	08/08/06	05/24/07	Continuous Improvement Model	\$100.00
Increase student recognition efforts by conducting activities that celebrate achievement and recognize parental influence in the success of students (Honor Roll breakfasts, Awards ceremonies, breakfast with the Principal).	Principal and counselors	9/1/06	5/1/07	Continuous Improvement Model	\$300.00
Continue to showcase students and provide content area strategies for parents at Family Curriculum Nights (i.e. FCAT, Science, Language Arts, Mathematics, Social Studies,	Department Heads, Curriculum Department, Assistant Principal	9/6/2006	05/15/07	Continuous Improvement Model	\$3000.00

## **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.  
National PTA Standards

## **Professional Development**

Family Curriculum Nights - to teach hands-on activities for parents and students to complete at home  
Parent Academy  
DAC (District Advisory Council)

## **Evaluation**

Workshop attendance rosters - monthly  
Title I Reports - monthly  
PTSA membership and attendance records - yearly  
Team conferences - weekly  
EESAC attendance rosters - monthly



## 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.)

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 checked="" type="checkbox"/>

### ***GOAL 6 STATEMENT:***

Homestead Middle School will decrease the number of suspensions (indoor: 2,211.00; and outdoor: 3027.00) 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 2005-2006 school year, 22 percent of the student population were given outdoor suspension, while 31 percent were given indoor suspension. In addition, approximately 33 percent of the student population were given administrative detentions for minor infractions. Based on the data, the following needs have been identified for the 2006-2007 school year:

1. To ensure safety and provide an orderly learning environment, students need additional interventions and instruction in constructive life choices.
2. In addition, teachers need training and support in implementing behavior management strategies.

## Measurable Objective

Given implementation of the school wide Positive Behavior Support Program (PBS) and increased counseling interventions, the suspension rate of 53 percent in the 2005-2006 school year will decrease by ten percent in the 2006-2007 school year, as documented by a comparison of the number of Student Case Management forms.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
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	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Participate in Professional Learning Communities to develop effective strategies across different grade levels to enhance student behavior and academic achievement.	Instructional Staff, Assistant Principal	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Monitor the implementation of the Positive Behavior Support Plan (PBS) throughout the school.	Assistant Principal, PBS Committee	08/14/06	05/30/07	Continuous Improvement Model	\$2000.00
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 conferences and classroom presentations.	Guidance Counselors, Assistant Principal	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Ensure that programs and services, 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.	Assistance Principal, TRUST Counselor	08/14/06	05/30/07	Continuous Improvement Model	\$0.00

## **Research-Based Programs**

Positive Behavior Support Program (PBS)

## **Professional Development**

Positive Behavior Support Program

Professional Learning Communities

Conflict Resolution

IPEG training

## **Evaluation**

Student Case Management System - ongoing

IPEGS Observations - triannually

Five by Five Observation Logs - weekly

Suspension Reports - quarterly

Positive Behavior Support Program Report - as needed

Cognos suspension reports - weekly

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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) additional graphing calculators for student use.
- b) training for teachers who are not accessing email on a daily basis to increase their comfort level.
- c) additional staff to use technology in desktop video production.

Based upon this information, the following needs have been identified for the 2006-2007 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 and teachers.

## 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 2007 STaR Survey as compared to the results of the 2006 STaR Survey.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide teacher training in the effective use of integrating teaching and technology.	Curriculum Support Team, Media Specialist	8/15/06	05/15/07	Continuous Improvement Model	\$1000.00
Provide teacher training in Snapshot and Student Performance Indicators (SPI) to assist teachers in goal setting to improve student outcomes.	Assistant Principal for Curriculum, Curriculum Specialists	09/11/06	05/30/07	Continuous Improvement Model	\$600.00
Provide teacher training in the effective use of the Examview Pro test generator, Edusoft software, Student Performance Indicator software, Electronic Gradebook, FCAT Explorer and Florida Achieves software, STAR, and the Accelerated Reader software.	Curriculum Support Team, Department Chairpersons	8/15/06	5/15/07	Continuous Improvement Model	\$1000.00

## Research-Based Programs

## Professional Development

Electronic gradebook for both the reporting of grades and parent communication  
 Student Performance Indicator  
 SnapShot  
 Edusoft  
 Examview Pro test generator  
 FCAT Explorer  
 Florida Achieves  
 Integrating teaching and technology

## **Evaluation**

Results of the 2007 STaR Survey - yearly

Results of the Technology Survey 2007 - yearly

## 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"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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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 students enrolled in physical education will explore and understand the benefits of sustaining a healthy lifestyle and maintaining physical activity.

### ***Needs Assessment***

Based on the 2005-2006 Fitnessgram summary of results, the following data was obtained: 66 percent of the student who took the test achieved at the Gold Level and 33 percent of the students achieved at the Silver Level. This was an increase of 29 points on the Gold Level and a decrease of 21 points at the Silver Level.



## Measurable Objective

Given data based on the results of the 2007 FITNESS GRAM, there will be a three percent increase in the number of students achieving the Gold Level and a three percent increase in the number of students achieving the Silver Level.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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.	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Utilize Data from the Healthy Lifestyle Pretest to align Sunshine State Standards to maximize student achievement.	Curriculum Specialist, Science teachers, and Physical Education teacher.	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
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.	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
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.	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Administer a pre and post physical fitness test to all students enrolled in Physical Education classes.	Physical education teacher	08/14/06	5/30/07	Continuous Improvement Model	\$250.00
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 for Curriculum, Faculty and Staff, TRUST Counselors	08/14/06	05/30/07	Continuous Improvement Model	\$0.00

## Research-Based Programs

FITNESS GRAM

# **Professional Development**

FITNESS GRAM Workshop

## **Evaluation**

Results of the 2007 FITNESS GRAM

## 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.)

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*

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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 examine creative methods for students to pursue these interests.

Based upon this information, the following needs have been identified for the 2006-2007 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 interest clubs of 327 students, there will be a ten percent increase in the participation of students based on attendance logs from 2006-2007.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish Professional Learning Communities to facilitate discussion and ideas to increase the number of students eligible for electives.	Principal, Teachers	08/08/06	05/15/07	Continuous Improvement Model	\$0.00
Conduct a Workforce Family Night to showcase the programs available to students.	Department Chair and Selected Teachers	11/16/2006	11/16/2006	Continuous Improvement Model	\$0.00
Conduct literacy events using role models from the community in various career areas.	Career Specialist and Curriculum Specialist	08/08/06	05/15/07	Continuous Improvement Model	\$0.00
Establish clubs and extracurricular activities that will allow students to develop special interests, talents, and career exploration.	Assistant Principal and Selected Teachers	08/08/06	05/15/07	Continuous Improvement Model	\$0.00
Conduct FCAT Chats to provide career counseling and specific strategies to improve achievement.	Assistant Principal of Curriculum, Curriculum Specialists, Reading Coaches, Selected Teachers	08/08/06	05/15/07	Continuous Improvement Model	\$500.00

## Research-Based Programs

## Professional Development

Small Learning Communities  
Secondary School Reform  
Summit

## Evaluation

Rosters and sign in logs for interest clubs - ongoing

## 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*

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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 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 2004-2005, Homestead Middle School ranked at the 56th 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 56th percentile in 2004-2005 to the 61st percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	08/08/06	05/24/07	Continuous Improvement Model	\$0.00
Collaborate with the district on resource allocation.	Principal	08/08/06	05/24/07	Continuous Improvement Model	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal	08/08/06	05/24/07	Continuous Improvement Model	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal	08/08/06	05/24/07	Continuous Improvement Model	\$0.00

## 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.

## *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 2006-2007 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. Curriculum Specialists 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, 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.



## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$15,700.00
Goal 2: Mathematics	\$3,500.00
Goal 3: Writing	\$13,500.00
Goal 4: Science	\$2,500.00
Goal 5: Parental Involvement	\$6,700.00
Goal 6: Discipline & Safety	\$2,000.00
Goal 7: Technology	\$2,600.00
Goal 8: Health & Physical Fitness	\$250.00
Goal 9: Electives & Special Areas	\$500.00
Goal 10: Return On Investment	\$0.00
<hr/>	
<b>Total:</b>	<b>\$47,250.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*