

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Homestead Middle School (6251)

Feeder Pattern - South Dade Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Nikolai Vitti

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Homestead Middle School was established in 1921, first as Homestead High School, then as a junior high school in 1959. It is located in the city of Homestead, which has recently been designated as the fastest growing small city in the country. This historically agricultural community is changing as farmland is being developed; the face of its remaining agriculture is also changing, from traditional fruit and vegetable farming to nurseries producing ornamental and exotic plants. Its community partners include several local nurseries, as well as McDonald's and Papa-John's. The student population of Homestead Middle School, including grades six through eight, consists of 968 students, with 66 percent Hispanic, 26 percent Black, nine percent White, and two percent Asian or Multi-Racial. Economically Disadvantaged students account for 88 percent of the population, Special Education students (SPED) students for 17 percent, and English Language Learner (ELL) students for eight percent. On the 2007 FCAT Reading Test, 33 percent of the students scored at Level 1 and 22 percent at Level 2. On the 2007 FCAT Mathematics Test, 36 percent of the students scored at Level 1 and 26 percent at Level 2. The school employs four administrators, five coaches, 53 classroom teachers, four paraprofessionals, two TRUST Specialists, one SPED Program Specialist, two counselors, and one Media Specialist. Title I funding enables the average class size to be at 21 students. The attendance rate for the 2006-2007 school year was 94 percent, and the retention rate was four percent. The Region Office and its lowest-performing schools, including Homestead Middle School, have established a school improvement initiative entitled, Facilitating Academic Success Together (FAST), which has aligned curriculum and assessments to enable schools to use data analysis more effectively to identify and ensure the academic success of all students. Homestead Middle School is also placing selected students in the International Baccalaureate Middle Years Program (IBMYP) for the first time this year. Historically, Homestead Middle School has had five feeder elementary schools, but because of growth in the community, a new middle school opened this fall. Students from the two highest performing elementary feeder schools are now attending the new school. The test scores from the remaining three feeder schools are lower, and one of the schools is an "F" school. Several grants have been awarded to the school, one of which is the GEAR-Up Grant, which enables the school to have access to many resources, from supplies to tutors. The recently awarded ESOL Technology Grant provides additional hardware and software for ESOL classes. The identified goals and objectives for 2007-2008 are as follows:

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 52 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, LEP students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, SWD students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, LEP students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, SWD students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.



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Given instruction based on the Sunshine State Standards, students in grade eight will demonstrate their skill proficiency in writing, as evidenced by 90 percent of more of students meeting high standards on the 2008 Writing+.

Given instruction based on the Sunshine State Standards, SWD (Students With Disabilities) in grade eight will improve their writing skills as evidenced by a one percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+ as compared to the 2007 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eight will increase by five percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, students and staff members will augment their use of the FCAT Explorer, Gizmo, Successmaker Enterprise, Accelerated Reader, Reading+, STAR, Student Performance Indicators, Edusoft, Electronic Gradebook, Snapshot, and Examview Pro test generator programs as evidenced by a ten percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will increase the percentage of those who attain the Gold Level by three percent and those who attain the Silver Level by three percent.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Advanced Academic classes, which include Gifted, Honors, Advanced, and the newly implemented International Baccalaureate (IB) Program, will increase by ten percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Homestead Middle School's Return on Invest (ROI) percentile ranking will increase by at least one percentage point on the next publication.

The results of the Organizational Performance Improvement Snapshot assessment indicate a concern on the part of the staff for having all of the resources they need to do their jobs. This concern, with an average score of 3.8 out of 5.0, will be addressed by the use of frequent surveys to assess needs and address those needs as they surface. The results of the assessment also indicated an average score of 3.9 out of 5.0 on the issue of knowing the plans of the school that affect the staff and their work. These concerns will be addressed by strengthening the process by which the school event calendar is created and the information shared with the staff. Stronger communication must take place between the faculty and administration and between departments.



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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.

6251 - HOMESTEAD MIDDLE SCHOOL

VISION

Homestead Middle School will provide all of its students with engaging, relevant, and rigorous instruction in every classroom, every day, from bell to bell, in order to develop life-long learners and healthy, loving, and responsible citizens.

MISSION

Homestead Middle School will seek to develop and challenge each student to reach his/her academic and social potential in a safe, caring, and multicultural learning environment in order to give each student the opportunity to fulfill her/his dreams.

CORE VALUES



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Excellence

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School Demographics

Facility/Community

Homestead Middle is situated in a historically agricultural area of South Dade on 12.04 acres in the City of Homestead. The school was first established in 1921 as Homestead Senior High School and then designated as a junior high school in 1959. In 1980, it was converted into a middle school. Several of the original buildings were replaced in 1983.

The campus has a unique style, with a courtyard surrounded by several freestanding buildings. Twelve portable classrooms add additional instructional space to the school. Currently, over a hundred safety-to-life concerns are being addressed at the school including replacing light fixtures and deteriorating ceiling tiles. In addition, the school has embarked on a beautification process which includes replacing the marquee façade and upgrading the landscaping at the school's entrance. Eighty-eight percent of the students at Homestead Middle are eligible for free or reduced priced meals, many of whom are a part of the large migrant population served by the school.

Student Demographics

Based on the current enrollment for the upcoming 2007-2008 school year, the multi-ethnic school population consists of 968 students from a predominantly economically disadvantaged community. Sixty-five percent (629) of the students are Hispanic, 25 percent (242) are Black, 9 percent (87) are White, and one percent (10) are classified as American Indian, Asian, or Multi-racial. Economically-Disadvantaged students account for eighty-eight percent (851) of the population and the mobility rate of the school is 33 percent. Additionally, 17 percent (164) of the students are Special Education (SPED), 8.2 percent (77) are classified as English Language Learners (ELL), and nearly ten percent (97) students are gifted. According to the results of the 2007 FCAT Reading Test, 33 percent (319) of the students scored at Achievement Level 1 and 22 percent (213) at Achievement Level 2. In Mathematics, the results of the 2007 FCAT Test indicate that 36 percent (348) scored at Achievement Level 1 and 26 percent (251) at Level 2.

Unique Aspects: STRENGTHS

Homestead Middle is included in the newly created and focused Facilitating Academic Success Together (FAST) Initiative, which seeks to improve the lowest-performing schools in Regional Center VI by aligning curriculum and assessments, emphasizing the importance of data analysis to inform instructional decisions, building the capacity of administrators and teachers through expanded professional development opportunities, focusing on literacy development, improving the inner and outer infrastructures of schools, and heightening the monitoring and accountability of effective teaching and learning in all FAST schools.

Another strength is the assignment of a new principal to the school who has a record of raising student achievement at low-performing, urban schools at the district, school, and classroom level.

A Transition Academy was offered to incoming sixth graders prior to the 2007-2008 school year to prepare and support students as they make the transition from elementary to middle school. Over 350 parents and students attended the event.

The school possesses a strong partnership with Florida International University through its GEAR-UP Grant, which provides a number of additional resources, including tutors, supplies, and academic materials to enhance the curriculum.

Students are offered a rich menu of courses, which include the following enrollments: French (ten percent), music (nine percent), physical education (twenty-two percent), creative writing (three percent), and most notably, those from our dynamic magnet program, the Aerospace, Aviation, Travel, and Tourism Magnet (seventy-two percent). This program is designed to provide all of Homestead Middle's students with real-world work experiences in rapidly developing careers. The courses focus on opportunities in the areas of business technology, consumer science, aerospace, graphic arts, agriscience, and aviation. In addition to the school's elective courses, Homestead Middle School offers its students a gifted program and advanced academic classes. Beginning in the school year 2007-2008, selected sixth grade students will be placed in the rigorous International Baccalaureate Middle Years Program (IBMYP). The magnet, gifted, and IBMYP classes enable Homestead Middle to draw students from eleven elementary schools outside the feeder pattern.

At the current time, the school is also undertaking a series of repair/renovation projects to improve the effects of an aging infrastructure and initiating a series of beautification projects.

In order to ensure that the school strengthens its reputation as a safe learning environment for students, the school implemented a uniform policy.

Homestead Middle School has a core of veteran, highly qualified, and dedicated teachers who live in the community and have experienced success at the school and understand what it takes for a school to increase student achievement. This core of teachers brings a sense of stability and consistency that is sometimes lacking in urban schools.

The Leadership Literacy Team (LLT) will focus on supporting and monitoring the Literacy Action Plan, as mandated by the



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Comprehensive Research-Based Reading Plan (CRRP). Elements of the plan include professional development of specific research-based strategies correlated with the Reading Instructional Focus Calendar. The LLT will meet to focus on the outcome of coaching, mentoring, feedback from classroom walkthroughs, and the monitoring of all Level 1 students. The LLT will also video-tape best practices used in the teaching of literacy across the curriculum for professional development sessions, while also creating bulletin boards in every class, regardless of content area, that showcase effective literacy instruction.

Unique Aspects: AREAS OF CONCERN

Homestead Middle has had four principals in the last four years, which creates an environment that is less than stable in the areas of curriculum, discipline, and overall educational policy.

Due to the fact that a state-of-the-art middle school, South Dade Middle, opened in the neighborhood, Homestead Middle School experienced a decline in enrollment. In addition, students who formerly attended the school from the two higher performing elementary schools in the feeder pattern, Avocado and Redondo, are no longer attending Homestead Middle. Currently, the remaining elementary schools that feed into Homestead Middle have students with lower test scores and one elementary school, West Homestead Elementary, is classified as an "F" school.

In addition, a majority of Homestead Middle School students will attend South Dade Senior High School, also an "F" school. This creates a situation where stakeholders and parents from the community, especially those from middle-class and professional backgrounds, question the academic standards and environment of all the public schools in the area. This fact is exacerbated by the alarming growth of charter schools in the community.

A possible negative impact on the school's community will be the loss of the band director who decided to transfer to a senior high school. The loss of this talented and committed teacher may result in the initial decline in parental involvement, community support, and draw fewer high performing students/musicians who were attracted to the band program at Homestead Middle School.

As Homestead Middle contends with its normal turnover, it is difficult to attract highly qualified teachers because of the school's distance from the central-Miami-Dade area.

Teacher Demographics

At this time, Homestead Middle's Instructional Council (Leadership Team) consists of the Principal, three Assistant Principals, two Reading Coaches, a Mathematics Coach, a Science Coach, and a Writing Coach.

The instructional and administrative staff is highly qualified and certified, comprised of three administrators, fifty-three classroom teachers, two Reading Coaches, a Mathematics Coach, a Science Coach, a Writing Coach, a part-time Career Specialist, four paraprofessionals, two TRUST Specialists, a SPED Program Specialist, one counselor, and one Media Specialist. The ethnic makeup of the instructional staff is 29 percent (26) White, 33 percent (30) Black, and 38 percent (35) Hispanic.

The school employs a total of seventy-one full-time and twenty part-time staff members. Currently, there will be no new teachers on the teaching staff for the upcoming year and the average length of time teachers have taught in Florida is 13 years. Thirty-three teachers have advanced degrees, two are Nationally Board Certified, and one teacher is a Fulbright Scholar. The attendance rate for the instructional staff is 94.7 percent. Additional staff members include: four paraprofessionals, eight clerical employees, thirteen cafeteria workers, four security monitors, one computer specialist, one computer laboratory specialist, one television technician, and eight custodial workers.

With the exception of finding high performing teachers who are willing to drive or move to the Homestead area, there are no particular concerns regarding vacancies, recruitment, and retention at this time.

Class Size/ Teacher-to Student Ratio

The average class size in general education classrooms is:

- 6th Grade – 21
- 7th Grade – 21.4
- 8th Grade – 21.3

The teacher to student ratio in general education classrooms is:

- 6th Grade: 1 to 19.3
- 7th Grade: 1 to 17.33
- 8th Grade: 1 to 19.6

The average class size in SPED education classrooms is:

- 6th Grade – 12
- 7th Grade – 18
- 8th Grade – 13



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The teacher to student ratio in SPED education classrooms is:

Varying Exceptionalities

6th Grade: 1 to 13

7th Grade: 1 to 16

8th Grade: 1 to 13

Emotional Behavior Disorders

1 to 5 (although multi-graded)

Mental Handicapped

1 to 7 (although multi-graded)

Attendance Rate

According to the comparison of Homestead Middle, Region VI, and District attendance data, Homestead Middle has exceeded the gains in percentage points of the three groups.

Homestead Middle School

2005-2006 – 91.92

2006-2007 - 93.60

Growth of 1.68 percentage points

Region 6

2005-2006 – 93.86

2006-2007 – 94.74

Growth of .88 percentage point

District

2005 – 2006 – 94.11

2006-2007 – 94.86

Growth of .75 percentage point

Promotion/Graduation/Retention Rates

The retention rate is at four percent at Homestead Middle as compared to six percent for the District.

Feeder Pattern

In the past, Homestead Middle School has had five elementary feeder schools, resulting in a greater cross-section of the community. Those elementary schools are Avocado Elementary School, Redondo Elementary School, Florida City Elementary School, Laura C. Saunders Elementary School, and West Homestead Elementary School. As previously noted, for the upcoming 2007-2008 school year, the two higher performing feeder schools, Avocado Elementary School and Redondo Elementary School, are sending their students to the newly constructed South Dade Middle School. Homestead Middle has received students from Florida City Elementary, Laura C. Saunders Elementary, and West Homestead Elementary. These three elementary schools have failed to meet Adequate Yearly Progress and have been designated as Corrective Action schools. Two of the elementary schools are also a part of the Superintendent's School Improvement Zone. In addition, Homestead Middle students feed into Homestead Senior High and South Dade Senior High, which are both designated as "F" schools. Homestead Senior High has also been designated as a Corrective Action school and is a part of the Superintendent's School Improvement Zone.

Special Programs

Homestead Middle School enjoys a collaborative relationship with Florida International University (FIU) which is represented through the GEAR-UP program. GEAR-UP, which is funded by a multi-million dollar grant awarded to FIU, provides the school with classroom tutors that assist teachers. These university students are under the direction of classroom teachers to provide small group tutoring in reading, writing, mathematics, and science. GEAR-UP aides often participate in parent and community events and offer translating services to non-English speaking parents. The GEAR-UP partnership and grant also provides updated technology and equipment to the school.

The school wide Aerospace, Aviation, Travel and Tourism Magnet expands students' intellectual, social, and cultural horizons by offering students courses beyond the regular curriculum. The school's elective courses accomplish the same goal.

During the school year 2007-2008, Homestead Middle School, through the district's School of Choice Office, will initiate the International Baccalaureate Middle Years Program (IBMYP) to a selected group of sixth grade students. The program focuses on five areas of interaction, which are: 1) approaches to learning, 2) community and service, (3) homo faber (how and why do we create), 4) environment, and 5) health and social education. These areas of interaction will be taught through the classes of language arts, science, mathematics, social science, and foreign language.



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Homestead Middle participates in the Title I Program as almost 90 percent of the students qualify for free or reduced price meals. Title I funding enables Homestead Middle to have two Reading Coaches, two paraprofessionals to provide small group intervention for Level 1 and 2 students in intensive reading courses, a Computer Support Specialist, and a Community Involvement Specialist. In addition to these positions, Title I provides funding for general support materials, professional development opportunities for teachers, home visits for truant students, tutorial services, transportation services, field trips to enhance student learning, and technology materials.

Homestead Middle has an extensive Special Education Department (SPED), which includes a Bertha Abess program for Emotionally Behavior Disabilities (EBD), as well as special content area and elective courses for Educable Mentally Handicapped, Learning Disabled, and Physically Impaired students. An Inclusion Model has been implemented to serve students in general education classrooms.

The school's gifted program offers students a rigorous curriculum using inquiry-based learning and various enrichment opportunities.

Acceleration of student achievement is enhanced with an array of advanced and honors classes. Students who successfully complete honors classes earn high school credits from Honors Algebra, Geometry, Honors Biology, and Earth/Space science classes.

Homestead Middle is involved in the Master Teacher Program sponsored by the Japanese Fulbright Memorial Fund through a partnership with ten schools in the United States and ten schools in Japan. Through this research project, students are studying the Everglades in South Florida and comparing it to the Kushiro Marsh in Mihara, Japan. This strong academic component allows for collaboration involving video-conferencing, web-posting, and e-mail exchange among students from all 20 schools as they learn about one another's environment and culture.

The Parent Academy, instituted by the district, attracted thirty parents for three workshops during the 2006-2007 school year on parenting, the use of technology, and purchasing a home. The program will be expanded on a variety of topics during the 2007-2008 school year.

School Community Relations/Partners

With the creation of the FAST (Facilitating Academic Success Together) Initiative, Regional Center VI has created a comprehensive and targeted plan to improve the region's lowest-performing schools, which centers on improving the quality of instruction in all schools. Homestead Middle will be a part of the FAST Initiative. The Initiative is led by the newly appointed Region VI Administrative Director of Curriculum and Instruction who raised his former school from an "F" to an "A" in one year and maintained the "A" over a three year period. He brings many of the district's successful instructional strategies from the School Improvement Zone to his current position. At the district level, a team from the department of Advanced Academics will be visiting the school throughout the academic year to work with Homestead Middle's gifted teachers in order to increase the rigor of instruction offered by the gifted program.

Through partnerships with several plant nurseries in South Dade, including Foliage Forest, Inc., Bill Ingram Wholesale Nursery, Botanical Wholesale, Bryan E. Ingram & Sons Nursery, Doug Ingram & Sons Nursery, Greendale Nursery, and Capri Farms., the school grounds are being upgraded. In addition, McDonald's and Papa John's proudly support the school throughout the year.

In order to increase the number of business and community partnerships and discuss the school's successes and challenges, the principal is conducting monthly "Community Briefings" with local business, political, and business leaders. Meetings have already taken place with common stakeholders, such as the Mayor of Homestead and the Police Chiefs of Homestead and Florida City. Every effort will be made to increase participation in the Dade-Partners Program.

"Real Men Read" is a yearly activity involving dozens of community leaders from the Homestead area to serve as role models/mentors for students. This activity is held because many of the Homestead Middle School families are headed by female single parents. Through conversations about their careers and their love of reading, these leaders inspire the students at Homestead Middle. The activity also encourages participants to play a larger role in the school. For example, many of the men who participate in the project continue to serve as school volunteers throughout the year.

Grants

The Positive Behavior Support (PBS) Grant has been in place for two years and has made a positive impact on student motivation and behavior. The PBS group publishes a newsletter to inform students and parents of policies, activities, and expectations at Homestead Middle.

The GEAR-UP Grant involving Homestead Middle is a partnership with Florida International University and provides the school with a number of additional resources, including tutors, supplies, and academic materials to enhance the curriculum.

A recently awarded ESOL Technology Grant will provide hardware and software for ELL students to enhance their mastery of the English language through interactive technology.

Homestead Middle School has been selected to be part of a million dollar district grant to study the effect of research-based reading



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interventions for secondary students. The grant will provide monetary resources to support professional development in the implementation of the Language! Program.

School Foundation

Leadership:

The results of the Organizational Performance Self-Assessment Survey indicate an average score of 4.3 out of 5.0 feel that customers are satisfied with the leadership at Homestead Middle School. The Instructional Council 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 Instructional Council and instructional personnel collaborate in utilizing the Facilitating Academic Success Together (FAST) Initiative, developed through Regional Center VI, which aligns curriculum and assessment in reading, mathematics, and science throughout each feeder pattern. 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 4.2 out of 5.0 feel that customers are satisfied with the work at Homestead Middle School. The principal has already reached out to local mayors and police chiefs through one-on-one meetings, attendance at a number of city-wide functions, and by acquiring several donations from local businesses. A high number of parents attended the school's first 6th Grade Transition Academy and a big turnout was also experienced at Open House.

Faculty & Staff:

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 faculty and staff at Homestead Middle School. To strengthen this area, parent conferences are held on Monday and Thursday morning and three evening parent-teacher conferences will be held. Events such as the summer's Cook Out, field trips, Open House, and subject Curriculum Nights will also allow faculty and staff to interact more with customers and increase their satisfaction with the school. However, the most effective way to increase customer satisfaction is by improving and strengthening the quality of education provided to students. This will occur by adhering to the Continuous Improvement Model (CIM) process which was developed by the school.

Data/Information/Knowledge Management:

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 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. 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. During this process, the principal will meet individually with teachers to discuss student achievement through data analysis.

Education Design:

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



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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. By implementing the newly developed Instructional Focus Calendars and applying the CIM process with fidelity, customers will become more satisfied with the performance results at Homestead Middle School.

Schools Graded 'C' or Below

Professional Development:

Homestead Middle School held a Curriculum Summit in June 2007, which was attended by 30 teachers from the staff representing various content areas of the school. The teachers worked in Professional Learning Communities and received professional development in differentiated instruction, rigor and relevance, project based learning, and quality learning environments. These topics will continue to be a guiding force of the professional development efforts throughout the school year, with the core team from the summit serving as support to the rest of the staff. Book studies will be utilized to further explore the topics, beginning with "Differentiating With Style" by Gayle Gregory.

In August, teachers came together for one day to define the characteristics of effective teaching and learning. The purpose of the activity was to create a common understanding and language among the faculty as to what effective teaching and learning is and how the faculty can hold each other accountable to its implementation. During the afternoon session, teachers reviewed the data from the previous year's students to determine what instructional strategies were successful. Each teacher then wrote a reflective paper that analyzed their instructional strengths and weaknesses. The paper served as an individualized instructional action plan for the upcoming school year. Papers were reviewed by the principal and will be discussed throughout the school year with teachers.

Professional Learning Communities have the opportunity to flourish at Homestead Middle School. The common planning time each morning from 7:15 – 7:40 a.m. is utilized to have teachers participate in Professional Learning Communities for a variety of purposes. For example, on Monday and Thursday mornings, teachers meet as Professional Learning Communities with their teams to analyze student data, discuss behavior issues, and form and monitor team action plans to best meet each child's individual needs. Parents may join these meetings to offer their input. On Tuesday mornings, Professional Learning Communities are comprised of teachers from the same departments who are able to use the time to share best practices within their specific curriculum. Strategies to successfully teach the benchmarks and monitor the implementation of the Instructional Focus Calendars are addressed. The time is also used to share student successes. On Wednesday mornings, Professional Learning Communities focus on the Literacy Across the Curriculum Plan. During this time, reading benchmarks are introduced according to the Instructional Focus Calendar and strategies are shared to teach those benchmarks across the curriculum. The Interactive Reading Process is modeled at this time, to focus on before, during, and after reading strategies, as well as the process of writing short and extended responses. Effective reading instructional strategies are identified by the coaches and administrators, and those strategies are shared with other teachers. The Reader's Handbook (Great Source) and Lessons Learned (FLDOE) are used as resource materials to reinforce the strategies shared. Friday mornings are organized as Professional Learning Communities with New Teacher Support groups comprised of annual contract teachers and their mentor/colleague teachers, as discussed in the Teacher Mentoring section. The opportunities for new teachers to network with experienced teachers are invaluable in helping them become confident, successful teachers themselves.

Disaggregated Data :

When the results of school-wide formative or summative assessments become available, whether through district interim assessments, Instructional Focus Calendars assessments, or FCAT data, the results are immediately disseminated to the staff. The results are reviewed by the principal and the Instructional Council to identify trends and areas of weakness and strength. Grade level and subject area meetings then take place with teachers to review the data and determine how instruction must be redirected to target areas of concern or to capture knowledge of what instructional strategies were used to produce positive results. Student achievement data will also be used to determine the development of the master schedule and to identify professional development activities for teachers.

Soon after the beginning of the 2007-2008 school year, Homestead Middle will conduct its annual "Student Achievement Chats," which are one-on-one meetings between students and teachers/coaches/administrators where students view their previous year's FCAT scores and set performance goals for next year and develop strategies to reach those goals.

The principal will conduct similar "Student Achievement Chats" with the instructional staff prior to the opening of school by reviewing the annual learning gains of prior students and producing individualized teacher action plans to maximize student learning.

Informal and Formal Assessments:



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According to the Instructional Focus Calendars, benchmark testing will occur bi-weekly to assess progress in Reading, Mathematics, and tri-weekly in Science. The results of these formative assessments will be made available quickly through Edusoft so that students will know their scores and the tests will be reviewed carefully during the next class period. Intervention will then occur through cooperative grouping, tutoring, or whole class direct instruction, depending on the results. In addition, mini-assessments will also be used to determine the effectiveness of the intervention sessions.

District Interim Assessments in Reading, Mathematics, and Science will occur three times a year, with the results made available quickly through Edusoft. Just as is the case with the Instructional Focus Benchmark Tests, results will be analyzed and shared with students in order to use the assessment as a learning tool. Students learn to answer questions correctly by being familiar with question stems and by learning which questions are misleading.

District Writing Pre and Posttests will be administered four times a year using both Expository and Persuasive prompts. The results will be used to target students for tutoring groups through all curriculum groups.

The STAR Test from Renaissance Learning will be used at the beginning and end of the year to determine growth in reading comprehension. Reports from this computer-based test are readily available for progress monitoring.

The ORF (Oral Reading Fluency) Test is used with Reading Level 1 and 2 students to determine their level of fluency. The results of the ORF will be entered into the State's Progress Reporting Network (PMRN). The reports will be analyzed to provide appropriate intervention to students in reading classes.

For those students whose ORF scores are in the lowest ranges, the DAR (Diagnostic Assessment of Reading) test is used in a one-to-one setting. The results of this test provide additional information to be used in the intervention of reading deficiencies.

Alternative Instructional Delivery Methods :

Homestead Middle School utilizes the Inclusion Model for many of its SPED students. In this model, a SPED teacher co-teaches with a Standard Curriculum teacher. The SPED teacher may use whole group instruction or tutor small groups, based on the needs of the students in each class. With this delivery method, the student to teacher ratio is reduced.

Another alternative instructional delivery method for reaching SPED students is the Consultation/Facilitation Model, in which SPED teachers consult with small groups and facilitate the learning of SPED students within the Standard Curriculum classroom on a rotating basis. This allows the Consultation/Facilitation teacher to monitor the progress of students in more classrooms than through the co-teaching model of inclusion.

Intensive reading classes are taught for all Level 1 and 2 students while intensive mathematics classes are taught for all Level 1 students in order to maximize the opportunities for student success in those areas.

Language!, a research-based reading curriculum that provides intensive, explicit and systematic instruction in reading and language arts, utilizes daily 90 minute classes with the same teacher. Additionally, each of the curriculum units is cumulative, sequential, and integrated, providing the scaffolding needed to ensure literacy development through each of the reading and language arts strands.

During the 2007-2008 school year, an intensive adapted curriculum will be used with ESOL classes, the students will be placed by proficiency levels and both courses will be taught by the same teacher allowing structure and consistency in the program.

Through the Home Language Assistance Program, paraprofessionals tutor LEP students through the pull-out process. Homestead Middle School has a full-time paraprofessional to tutor Hispanic students. An itinerant teacher is assigned to Homestead Middle School once or twice a week to work with Haitian students.

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Different Innovative Approaches to Instruction

See: Extended Learning Opportunities and Alternative Instructional Delivery Methods

Responsibility of Teaching Reading for Every Teacher

See: Recruitment/Retention of Highly Qualified Teachers, School wide Improvement Model, Teacher Mentoring, Professional Development , and Disaggregated Data

Quality Professional Development for Teachers and Leaders

See: Unique Aspects: STRENGTHS, Recruitment/Retention of Highly Qualified Teachers, School wide Improvement Model, Teacher Mentoring, and Professional Development

Small Learning Communities (SLC)

See: Recruitment/Retention of Highly Qualified Teachers, Teacher Mentoring, and Professional Development

Intensive Intervention in Reading and Mathematics

See: Unique Aspects: STRENGTHS, Informal and Formal Assessments, and Alternative Instructional Delivery Methods

Parental Access and Support

See: Communications with Parents

Applied and Integrated Courses

See: Special Programs and School Community Relations/Partners

Course Choice Based on Student Goals/Interests/Talent

See: Unique Aspects: STRENGTHS and Special Programs

Master Schedules Based on Student Needs

See: Additional Information: CIM Process

Academic and Career Planning

See: Unique Aspects: STRENGTHS

Reading Goal

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

Florida Education Priorities

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"/>

Reading 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 2007 data reveals that 60 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. Specifically, students scoring at Level 1 and 2 on the 2007 FCAT Reading Test includes the following information:

In Grade 6 – 35 students scored at Level 1 and 26 students scored at Level 2 for a total of 61 percent of students scoring at Level 1 or 2.

In Grade 7 – 25 students scored at Level 1 and 18 students scored at Level 2 for a total of 43 percent of students scoring at Level 1 or 2.

Grade 8 – 48 students scored at Level 1 and 27 students scored at Level 2 for a total of 75 percent of students scoring at Level 1 and 2.

Scores reveal the following trends after comparing data from the 2005, 2006, and 2007 administration of the FCAT Reading Test:

Grade 8 Level 1 scores show a change from 53 percent to 43 percent to 48 percent over the course of three years, a net decrease of five percent.

Grade 8 Level 2 scores show a change from 21 percent to 23 percent to 27 percent over the course of three years, a net increase of six percent.

This indicates a one percent increase in the amount of students scoring at Level 1 or 2 over a three year period.



School Improvement Plan 2007-2008



Scores reveal the following trends after comparing data from the 2006 and 2007 administration of the FCAT Reading Test:

Grade 7 Level 1 scores show a change from 25 percent to 23 percent over the course of two years, a net decrease of two percent.

Grade 7 Level 2 scores show a change from 18 percent to 21 percent, a net increase of three percent.

This indicates a one percent increase in the amount of students scoring at Level 1 or 2 over a two year period.

According to the Adequate Yearly Progress Report, subgroups of students achieving at Level 3 and above on the 2007 FCAT Reading Test included the following:

- Total Scores - 40 percent
- White - 68 percent
- Black - 33 percent
- Hispanic - 38 percent
- Economically Disadvantaged - 37 percent
- Limited English Proficiency - 10 percent
- Students With Disabilities - 14 percent

Twenty-two percent of the gifted students decreased one or more levels on the 2007 FCAT Reading Test.

Thirty-five percent of the lowest 25 percent did not make adequate progress on the 2007 FCAT Reading Test.

An analysis of the 2007 FCAT Reading data reveal the following trends regarding the average reading scores in each content cluster:

- a) Words/Phrases – 58 percent, a gain of one percentage point; however, there was a four point decrease in sixth grade and no change in seventh grade on this cluster.
- b) Main Idea/Author’s Purpose – 56 percent, the same as in 2006; however, there was a five point decrease in sixth grade and three percent decrease in the eighth grade on this cluster.
- c) Comparison/Contrast – 53 percent, a decrease of eight percentage points, there was a decrease of 14 percentage points in sixth grade, and a 20 percentage point decrease in eighth grade on this cluster.
- d) Reference/Research – 49 percent, the same as 2006; however, there was a ten percent decrease in sixth grade on this cluster.

Incoming sixth grade 2007 FCAT Reading data include the following data:

- a) Words/Phrases – 52 percent
- b) Main Idea/Author’s Purpose – 53 percent
- c) Comparison/Contrast – 60 percent
- d) Reference/Research – 58 percent

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 52 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, LEP students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, SWD students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct Student Achievement Chats with all students to analyze, monitor, and create action plans for success on the 2008 FCAT Reading Test.	Principal, Assistant Principal in charge of Language Arts, Reading Coaches	09/14/07	09/21/07	Continuous Improvement Model	600
Analyze student reading learning gains and restructure staff as needed to ensure student progress.	Principal, Assistant Principal in charge of Language Arts, Reading Coaches	08/20/07	05/30/08	Continuous Improvement Model	0
Analyze results from the Reading Instructional Focus Benchmark tests and other formative assessments based on the Instructional Focus Calendars, utilizing the CIM Model to identify students in all curriculum groups needing intervention and enrichment; revise groups as needed.	Principal, Assistant Principal in charge of Language Arts, Reading Coaches	09/21/07	05/30/08	Continuous Improvement Model	0
Provide pullout, after-school, and Saturday school intervention groups for Reading Level 1 and 2 students and ensure that lessons are aligned with the Instructional Focus Calendar.	Principal, Assistant Principal in charge of Language Arts, Reading Coaches	09/21/07	05/30/08	Continuous Improvement Model	5000
Provide direct, systematic, and intensive instruction through research-based reading programs (Language!, Scholastic XL, SOAR to Success, Jamestown Timed Readings) to Level 1 and 2 students; ensure fidelity by analyzing data, providing training, and supporting teachers to maximize student progress in reading.	Principal, Assistant Principal in charge of Language Arts, Reading Coaches	08/20/07	05/30/08	Continuous Improvement Model	40882
Identify and closely monitor the progress of the lowest 25 percentile students consistently; revising instruction and intervention groups as needed.	Principal, Assistant Principal in charge of Language Arts, Reading Coaches	08/20/07	05/30/08	Continuous Improvement Model	0
Continue Professional Learning Communities and professional development to promote collegial support for improved teaching of reading with rigor across the curriculum, which will allow students to achieve high standards on the FCAT Reading Test.	Principal, Assistant Principal in charge of Language Arts, Reading Coaches	08/20/07	05/30/08	Continuous Improvement Model	0
Ensure that greater rigor and relevance are evident in all classes and in extended day experiences through consistent and focused classroom visits by administrators and the Instructional Council.	Principal, Assistant Principal in charge of Language Arts, Reading Coaches	08/20/07	05/30/08	Continuous Improvement Model	0
Continue to utilize the Literacy Across the Curriculum Project with the support of the Literacy Leadership Team by using targeted research-based reading strategies with direct instruction.	Principal, Assistant Principal in charge of Language Arts	08/20/07	05/30/08	Continuous Improvement Model	0
Provide Reading Endorsement classes and other professional development opportunities on- site to assist teachers in analyzing data, providing intervention to targeted students, and becoming highly qualified and skilled teachers of reading.	Principal, Assistant Principal in charge of Language Arts, Reading Coaches	08/20/07	05/30/08	Continuous Improvement Model	0
Utilize the Curriculum Specialist Service Model to provide coaching for teachers in best reading practices to facilitate and monitor small group tutorials for targeted students.	Principal, Assistant Principal in charge of Language Arts, Reading Coaches	08/20/07	05/30/08	Continuous Improvement Model	0
Provide parents with strategies to support reading achievement through hands-on activities at the FCAT and Language Arts Family Nights.	Principal, Assistant Principal in charge of Language Arts, Reading Coaches	08/20/07	05/30/08	Continuous Improvement Model	1200
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal in charge of Language Arts, Reading Coaches	08/20/07	05/30/08	Other/ Not Applicable	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal in charge of Language Arts, Reading Coaches	08/20/07	05/30/08	Continuous Improvement Model	0

Research-Based Programs



School Improvement Plan 2007-2008



Language!
Soar to Success
Success Maker Enterprise
Reading +
Jamestown Timed Reading Series
Prentice Hall - state adopted core literature program
Scholastic XL - state adopted core reading program

Professional Development

Reading Endorsement Classes
Language!
Data Analysis
Reading+
Success Maker Enterprise
Diagnostic Assessment of Reading
Student Performance Indicators, SnapShot, and Edusoft Training
FCAT Explorer
Fluency strategies and monitoring training
Independent Reading strategies
Best Practices Research-Based Reading Strategies
Book Study
Literacy Across the Curriculum best teaching practices for Instructional Focus - ongoing
CRISS training

Evaluation

Results of the 2008 FCAT Reading Test – yearly
Results of the 2007-2008 Interim Reading Tests – tri-annually
Results of the Instructional Focus Benchmark Test – bi-weekly
Oral Reading Fluency results and Progress Monitoring Reporting Network Reports
STAR Reading Test – pre and post
SuccessMaker, Accelerated Reader, and FCAT Explorer Reports - monthly
Language! Summative Test Results - biannually
Reading+ Results - ongoing
Attendance logs for Student Achievement Chats
Attendance logs for FCAT and Language Arts Family Curriculum Nights
Classroom Walkthrough reports
Lesson Plans
Intervention Groups Attendance Logs
Professional Development Agendas and Attendance Logs
Progress Monitoring Logs
Reading Coaches' Logs indicating professional development and classroom visits

Mathematics Goal

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

Florida Education Priorities

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

Mathematics 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 2007 FCAT Mathematics Test revealed that 63 percent of students in grades six through eight scored below grade level. Specifically, the results indicated that 36 percent of the students scored at Level 1 and 26 percent scored at Level 2. Specifically, students scoring at Level 1 and 2 on the 2007 FCAT Mathematics Test included the following information:

In Grade 6 – 44 students scored at Level 1 and 28 students scored at Level 2 for a total of 72 percent of students scoring at Level 1 and 2.

In Grade 7 – 30 students scored at Level 1 and 25 students scored at Level 2 for a total of 55 percent of students scoring at Level 1 and 2.

Grade 8 – 43 students scored at Level 1 and 20 students scored at Level 2 for a total of 63 percent of students scoring at Level 1 and 2.

Scores reveal the following trends after comparing data from the 2005, 2006, and 2007 administration of the FCAT Mathematics Test:

Grade 8 Level 1 scores show a change from 57 percent to 48 percent to 43 percent over the course of three years, a net decrease of fourteen percent.

Grade 8 Level 2 scores show a change from 19 percent to 24 percent to 20 percent over the course of three years, a net increase of one percent.

This indicates a thirteen percent decrease in the amount of students scoring at Level 1 or 2 over a three year period; however, 63 percent of the students are scoring below state proficiency.



School Improvement Plan 2007-2008



Scores reveal the following trends after comparing data from the 2006 and 2007 administration of the FCAT Mathematics Test:

Grade 7 Level 1 scores show a change from 33 percent to 30 percent over the course of two years, a net decrease of three percent.

Grade 7 Level 2 scores show a change from 21 percent to 25 percent, a net increase of four percent.

This indicates a one percent increase in the amount of students scoring at Level 1 or 2 over a two year period.

According to the Adequate Yearly Progress Report, subgroups of students achieving at Level 3 and above on the 2007 Mathematics Test reveals the following:

- Total Scores - 37percent
- White – 65 percent
- Black – 29 percent
- Hispanic – 35 percent
- Economically Disadvantaged – 33 percent
- Limited English Proficient – 12 percent
- Students With Disabilities - 14 percent

Twenty-four percent of the gifted students decreased one or more levels on the 2007 FCAT Mathematics Test.

Forty-one percent of the lowest 25 percent did not make adequate progress on the 2007 FCAT Mathematics Test.

An analysis of the 2007 FCAT Mathematics data reveal the following trends regarding the mathematics content clusters:

- a) Number Sense – 47 percent, a gain of four percentage points; however, there was no growth in sixth or eighth grade in this cluster.
- b) Measurement - 40 percent, a gain of six percentage points; however, there was a decrease of 11 percentage points in sixth grade on this cluster.
- c) Geometry - 46 percent, a gain of two percentage points; however, there was no growth in sixth and seventh grade in this cluster.
- d) Algebraic Thinking - 36 percent, a gain of one percentage point; however, there was a decrease of eight percentage points in eighth grade on this cluster.
- e) Data Analysis - 44 percent, a decrease of two percentage points, sixth grade decreased 12 percentage points, and 17 percentage points in eighth grade in this cluster.

Incoming sixth grade benchmark scores from the 2007 FCAT Mathematics Test include:

- a) Number Sense – 43 percent
- b) Measurement - 44 percent
- c) Geometry - 54 percent
- d) Algebraic Thinking - 40 percent
- e) Data Analysis - 46 percent

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, LEP students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, SWD students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct Student Achievement Chats with all students to analyze, monitor, and create academic goals for success on the 2008 FCAT Mathematics Test.	Principal, Assistant Principal in charge of Mathematics, Mathematics Coach	09/14/07	09/21/07	Continuous Improvement Model	600
Analyze student mathematics learning gains and restructure staff as needed to ensure student progress.	Principal, Assistant Principal in charge of Mathematics, Mathematics Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Analyze results from the Mathematics Instructional Focus Benchmark tests and other formative assessments based on the Instructional Focus Calendars, utilizing the CIM Model to identify students in all curriculum groups needing intervention and enrichment; revise groups as needed.	Principal, Assistant Principal in charge of Mathematics, Mathematics Coach	09/21/07	05/30/08	Continuous Improvement Model	0
Provide pull-out, after-school, and Saturday school intervention groups for Mathematics Level 1 and 2 students and ensure that lessons are aligned with the Instructional Focus Calendar.	Principal, Assistant Principal in charge of Mathematics, Mathematics Coach	08/20/07	05/30/08	Continuous Improvement Model	5000
Provide direct, systematic, and intensive instruction through research-based mathematics programs to Level 1 students; ensure implementation fidelity by analyzing data, providing training and on-going support to teachers in order to maximize student progress in mathematics.	Principal, Assistant Principal in charge of Mathematics, Mathematics Coach	08/20/07	05/30/08	Continuous Improvement Model	2000
Identify and closely monitor the progress of the lowest 25 percentile students consistently through a specific protocol, revising instruction and intervention groups as needed.	Principal, Assistant Principal in charge of Mathematics, Mathematics Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Continue Professional Learning Communities and professional development to promote collegial support for improved teaching of mathematics with rigor, which will allow students to achieve high standards on the FCAT Mathematics Test.	Principal, Assistant Principal in charge of Mathematics, Mathematics Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Ensure that greater rigor and relevance are evident in all classes and in the extended day experiences through consistent and focused classroom visits by administrators.	Principal, Assistant Principal in charge of Mathematics, Mathematics Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Provide professional development opportunities in the use of inquiry-based lessons, technology in the classroom, differentiated instruction, and data analysis.	Principal, Assistant Principal in charge of Mathematics, Mathematics Coach	08/20/07	05/30/08	Continuous Improvement Model	2000
Provide parents with strategies to support mathematics achievement through hands-on activities at the FCAT and Mathematics Family Nights.	Principal, Assistant Principal in charge of Mathematics, Mathematics Coach	08/20/07	05/30/08	Continuous Improvement Model	1200
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal in charge of Mathematics, Mathematics Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal in charge of Mathematics, Mathematics Coach	08/20/07	05/30/08	Continuous Improvement Model	0

Research-Based Programs

2006 State and District adopted mathematics textbooks and peripherals
 Glencoe Publishing Company.
 McDougal/Littell Publishing
 SuccessMaker Enterprise
 Cognitive Tutor-Bridges to Algebra
 Gizmo
 Texas Instruments Navigator

Professional Development



School Improvement Plan 2007-2008



Inquiry-Based Instruction in Mathematics
Differentiated Instruction
Data Analysis
Student Performance Indicators, SnapShot, and Edusoft Training
Technology-based programs

Evaluation

Results of the 2008 FCAT Mathematics Test - yearly
Results of the 2007-2008 Interim Mathematics Assessments – tri-annually
Results of the 2007-2008 Instructional Focus Benchmark Test – bi-weekly
Success Maker Enterprise, Cognitive Tutor, Gizmo, and FCAT Explorer reports – ongoing
Attendance logs of students participating in Student Achievement Chats.
Classroom Walkthrough reports
Lesson Plans
Intervention Groups Attendance Logs
Professional Development Agendas and Attendance Logs
Progress Monitoring Logs
Attendance logs of parents participating in FCAT Mathematics Family Night

Writing Goal

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

Florida Education Priorities

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 type="checkbox"/>

Writing 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 2007 FCAT+ Writing Test revealed the following: Ten percent of the students scored below 3.5 on a scale of 6.0. According to the AYP report, only eight percent of the students' scores were at 3.0 or below.

All of the subgroups except the SWD (Students With Disabilities) group made adequate progress. However, writing trends indicate a decrease in the number of students scoring in the 5.0-6.0 range.

The results of the 2007 FCAT Reading Test indicate that the scores of the students on the Words and Phrases Cluster increased an average of only one percent from the scores on the 2006 FCAT Reading Test.

After analyzing the data, strategies have been developed to address deficiencies in writing skills.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will demonstrate their skill proficiency in writing, as evidenced by 90 percent of more of students meeting high standards on the 2008 Writing+.

Given instruction based on the Sunshine State Standards, SWD (Students With Disabilities) in grade eight will improve their writing skills as evidenced by a one percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+ as compared to the 2007 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Revise and utilize the Language Arts Curriculum Map and Writing Instructional Focus Calendar to spiral the teaching of writing throughout the three grade levels.	Principal, Language Arts Department Chair, Writing Coach	06/05/07	05/30/08	Continuous Improvement Model	2000
Administer District Writing Pretests and Posttests using both Expository and Persuasive Prompts.	Principal, Language Arts Department Chair, Writing Coach	08/27/07	05/30/08	Continuous Improvement Model	0
Analyze results from the Writing tests and other formative assessments, utilizing the CIM Model and identify students in all curriculum groups needing intervention and enrichment; revise groups as needed.	Principal, Language Arts Department Chair, Writing Coach	09/07/07	05/30/08	Continuous Improvement Model	0
Conduct Student Achievement Chats with all students to analyze and monitor their test scores and create academic goals for success on the 2008 FCAT Writing+ Test.	Principal, Language Arts Department Chair, Writing Coach	09/14/07	09/21/07	Continuous Improvement Model	1200
Conduct monthly Professional Writer's Workshops for all eighth grade students that focus on the components of the FCAT Writing+ Test.	Principal, Language Arts Department Chair, Writing Coach	09/25/07	05/30/08	Continuous Improvement Model	0
Utilize the Curriculum Specialist Service Model to provide coaching for teachers in best writing practices and small group tutorials for targeted students.	Principal, Language Arts Department Chair, Writing Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Provide Holistic Scoring training to Language Arts, Reading, and Social Studies teachers. 8. Provide parents with strategies to support writing achievement through hands-on activities at the FCAT and Language Arts Family Nights.	Principal, Language Arts Department Chair, Writing Coach	08/28/07	05/30/08	Continuous Improvement Model	600
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.	Principal, Language Arts Department Chair, Writing Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Continue to infuse the teaching of school wide vocabulary across the curriculum.	Principal, Language Arts Department Chair, Writing Coach	08/20/07	05/30/08	Continuous Improvement Model	10000
Implement a Creative Writing Class targeting advanced academic students, in order to increase the number of students scoring at 5.0 – 6.0 range on the 2006 FCAT Writing + Test.	Principal, Language Arts Department Chair, Writing Coach	08/20/07	05/30/08	Continuous Improvement Model	0

Research-Based Programs

Writer's Choice – Glencoe
 Florida Writes – Mascot Press
 6+1 Traits of Effective Writing – Scholastic
 Sadlier-Oxford Vocabulary Workshop – Book B
 2007 FCAT Writing+ CD - FLDOE
 Language!

Professional Development



School Improvement Plan 2007-2008



Reciprocal Teaching
Using a Rubric
Strong vs. Weak Arguments
Magnified Moments
6+1 Traits of Writing
Holistic Scoring

Evaluation

Results of the 2008 FCAT Writing Test - yearly
Results of the District Writing Pre/Post Tests - quarterly
Site-generated prompts – monthly
Attendance logs for Student Achievement Chats
Attendance logs for FCAT and Language Arts Family Curriculum Nights
Classroom Walkthrough reports
Lesson Plans
Intervention Groups Attendance Logs
Professional Development Agendas and Attendance Logs
Writing Coaches Logs indicating professional development and classroom visits

Science Goal

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

Florida Education Priorities

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"/>

Science 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 2007 FCAT Science Test reveals the following data:

Sixty-three percent of students in grade eight scored at Level 1 and 22 percent scored at Level 2.

An analysis of the 2007 FCAT Science data reveal the following trends regarding the Science content clusters:

Physical Science Strand-29 percent, a decrease of seven percentage points on this cluster.

Earth/Space Strand -50 percent, a four percent increase; however, there is still a need for improvement in this cluster.

Life/Environment Scores- 38 percent, a decrease of eight percentage points on this cluster.

Scientific Theory- 42 percent, a six percent increase; however, there is still a need for improvement in this cluster.

Twenty-five percent of the gifted students did not attain High Standards on the 2007 FCAT Science Test.

After analyzing the data, strategies have been developed to address deficiencies in science achievement.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eight will increase by five percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct Student Achievement Chats with all students to analyze, monitor, and create academic goals for success on the 2008 FCAT Science Test.	Principal, Assistant Principal in charge of Science, Science Coach	09/14/07	09/21/07	Continuous Improvement Model	600
Analyze student performance in Science and restructure staff as needed to ensure student progress.	Principal, Assistant Principal in charge of Science, Science Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Ensure that all Science Classes are implementing the Instructional Focus Calendar with fidelity including the weekly lab component.	Principal, Assistant Principal in charge of Science, Science Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Analyze results from the Science Instructional Focus Benchmark tests and other formative assessments based on the Instructional Focus Calendars, utilizing the CIM Model and identify students in all curriculum groups needing intervention and enrichment; revise groups as needed.	Principal, Assistant Principal in charge of Science, Science Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Provide pullout, after-school tutoring, and Saturday school intervention groups for students who need intervention to meet high standards in Science and ensure that lessons are aligned with the Instructional Focus Calendar.	Principal, Assistant Principal in charge of Science, Science Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Continue Professional Learning Communities and professional development to promote collegial support for improved teaching of science with rigor and the spiraling of the curriculum, which will allow students to achieve high standards on the FCAT Science Test.	Principal, Assistant Principal in charge of Science, Science Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Ensure that greater rigor and relevance are evident in all classes and in all extended day experiences through consistent and focused classroom visits by administrators.	Principal, Assistant Principal in charge of Science, Science Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Provide professional development opportunities in the use of inquiry-based lessons, technology in the classroom, differentiated instruction, and data analysis.	Principal, Assistant Principal in charge of Science, Science Coach	08/20/07	05/30/08	Continuous Improvement Model	2000
Increase the number of laboratory activities weekly by infusing the Project Vision: Laboratory Experiences for Middle School Students Program provided by Florida International University through its GEAR-UP Program and the use of the portable classroom labs.	Principal, Assistant Principal in charge of Science, Science Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Increase the use of internet and virtual lab resources in the science classrooms (Glencoe Virtual Labs and Interactive Text) to increase student performance on the FCAT Science Test.	Principal, Assistant Principal in charge of Science, Science Coach	08/20/07	05/30/08	Continuous Improvement Model	4000
Increase the number of students participating in the Science Fair and other science and technology competitions (SECME, Fairchild Challenge, and Future City).	Principal, Assistant Principal in charge of Science, Science Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Provide training in the direct teaching of reading and writing skills specific to comprehending and responding to science test questions.	Principal, Assistant Principal in charge of Science, Science Coach	08/20/07	05/30/08	Continuous Improvement Model	1000
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).	Principal, Assistant Principal in charge of Science, Science Coach	08/20/07	05/30/08	Continuous Improvement Model	0

Provide parents with strategies to support science achievement through hands-on activities at the FCAT and Science Family Nights.	Principal, Assistant Principal in charge of Science, Science Coach	10/10/07	05/30/08	Continuous Improvement Model	1200
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal in charge of Science, Science Coach	08/20/07	05/30/08	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal in charge of Science, Science Coach	08/20/07	05/30/08	Continuous Improvement Model	0

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

Using Performance-based Learning in Science Classrooms
 Using Technology in Science Classrooms
 Reading and Writing in Science/Using the FCAT Rubrics

Evaluation

Results of the 2008 FCAT Science Test
 Results of the Instructional Focus Benchmark Test –tri-weekly
 Interim District Science Tests
 Attendance logs for Student Achievement Chats
 Gizmo Reports- monthly
 Attendance logs for FCAT and Science Family Curriculum Nights
 Classroom Walkthrough reports
 Intervention Groups Attendance Logs
 Professional Development Agendas and Attendance Logs
 Attendance logs for professional development activities
 Laboratory logs/Lesson plans indicating number and types of lab experiences
 Science Fair, Fairchild Challenge, Future City and SECME Participation Logs
 GEAR-UP Program Logs

Parental Involvement Goal

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Miami-Dade County Public Schools

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Parental Involvement 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 Progress Monitoring Plan conferences, has been minimal based on parent logs and Title I Monthly Reports.

In an effort to reduce this trend, strategies have been identified for the 2007-2008 school year to increase parental support.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Hold a Parent Teacher Student Association (PTSA) drive to increase parent participation in school wide planning issues.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Increase enrollment in Parent Academy courses.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Employ the assistance of Student Services Personnel and Connect Ed to provide parents with information regarding school activities, student progress, and graduation requirements.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Provide a school site resource center for parents based on the National PTA Standards.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Provide trade books for students to take home to involve parents in the implementation of the Comprehensive Reading Plan and encourage family literacy.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	12500
Utilize the services of the Migrant Program to inform and involve more migrant parents in school-sponsored activities.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Utilize various contacts, Connect Ed, and media sources to advertise and encourage parental participation in workshops and school-sponsored activities.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Increase student recognition efforts by conducting activities that celebrate achievement and recognize parental influence in the success of students (Honor Roll breakfasts, Awards ceremonies, "Pizza Night with the Principal").	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	1500
Continue to showcase students and provide content area strategies for parents at Family Curriculum Nights (i.e. FCAT, Science, Language Arts, Mathematics, Social Studies, and Workforce Development Family Nights).	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	3600

Research-Based Programs

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

Professional Development

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
 Parent Conference Logs - quarterly
 Title I Reports - monthly
 PTSA membership and attendance records - yearly
 Team conferences - weekly
 EESAC attendance rosters - monthly

Discipline & Safety Goal

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

Florida Education Priorities

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Discipline & Safety Statement

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

Needs Assessment

An analysis of the data reveals that during the 2006-2007 school year, 1647 days of outdoor suspension were given to students as compared to 2011 days in 2005-2006. In addition, 1725 days of indoor suspension were given to students during the 2006-2007 school year compared to 3027 days the year before.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor classroom instruction to ensure that relevant and engaging instruction is occurring in every classroom, every day, from bell to bell, which will significantly reduce the opportunities students have to disrupt the learning process	Principal, Assistant Principals	08/20/07	05/30/08	Continuous Improvement Model	0
Institute a uniform policy to set higher standards for dress and decorum, which will translate into better behavior.	Principal, Assistant Principals	08/20/07	05/30/08	Continuous Improvement Model	0
Utilize guidance counselors and the assistant principal who oversees school discipline to educate students in understanding the Student Code of Conduct.	Principal, Assistant Principals	08/20/07	05/30/08	Continuous Improvement Model	0
Utilize alternatives to out-of-school suspension to increase the number of days students are exposed to instruction. For example, in-house suspension, counselor intervention, work detail, community service, detention, Saturday detention, parent conferences, and administrator conferences.	Principal, Assistant Principals	08/20/07	05/30/08	Continuous Improvement Model	5000
Institute a Transition Academy for Incoming Sixth Graders to discuss the need to enforce high standards for teaching and learning and behavior with parents and students.	Principal, Assistant Principals	08/20/07	05/30/08	Continuous Improvement Model	0
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.	Principal, Assistant Principals	08/20/07	05/30/08	Continuous Improvement Model	0
Utilize morning Team Meetings to discuss the status of students who are Level 1 in both Reading and Math. Meetings will allow teachers to share instructional and classroom management strategies that work best with students who are struggling academically and behaviorally in their classes. These meetings will facilitate the teamwork that is needed to address the distinct needs of the school's most fragile students.	Principal, Assistant Principals	08/20/07	05/30/08	Continuous Improvement Model	0
Identify students who are chronically disrupting the learning process, suspended, absent, and/or tardy and coordinate regular one-on-one counseling sessions with TRUST and guidance counselors, school psychologist, and/or social worker.	Principal, Assistant Principals	08/20/07	05/30/08	Continuous Improvement Model	0
Require Community Involvement Specialist and TRUST counselor to conduct home visits for students who are chronically disrupting the learning process, suspended, absent, and/or tardy.	Principal, Assistant Principals	08/20/07	05/30/08	Continuous Improvement Model	0
Implement and monitor the Positive Behavior Support Plan (PBS), which focuses on rewarding students for positive behavior instead of focusing solely on negative student behavior.	Principal, Assistant Principals	08/20/07	05/30/08	Continuous Improvement Model	5000
Continue to use programs and services such as Abstinence Between Strong Teens (ABST), Drug Free Youth in Town (DFY-IT), and the Trust Prevention Program with "at-risk" students.	Principal, Assistant Principals	08/20/07	05/30/08	Continuous Improvement Model	0
Offer students additional incentives for perfect attendance and coordinate more after-school activities for students to raise student morale.	Principal, Assistant Principals	08/20/07	05/30/08	Continuous Improvement Model	5000
Establish a student government and conduct weekly meetings between the principal and randomly selected students to raise student morale and promote student voice.	Principal, Assistant Principals	08/20/07	05/30/08	Continuous Improvement Model	0



School Improvement Plan 2007-2008



Research-Based Programs

Positive Behavior Support Program (PBS)

Professional Development

Positive Behavior Support Program
Professional Learning Communities
Conflict Resolution
IPEGs training

Evaluation

Student Case Management System - ongoing
IPEGs Observations - triannually
Walkthrough Observation Logs – weekly
Suspension Reports - quarterly
Positive Behavior Support Program Report - as needed
Cognos suspension reports – weekly

Technology Goal

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

Florida Education Priorities

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Miami-Dade County Public Schools

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Technology Statement

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

Needs Assessment

An analysis of the data related to the use of technology reveals that there was a 50 percent increase of exposure to interactive software for all students during the 2006-2007 school year. One hundred percent of the last year's instructional staff was trained in the use of the Snapshot, Edusoft, Student Performance Indicators (SPI), and Electronic Gradebook during the school year. The need for additional computers and training for new staff members will promote the use of technology this school year.

Measurable Objective

Given an emphasis on the use of technology in education, students and staff members will augment their use of the FCAT Explorer, Gizmo, Successmaker Enterprise, Accelerated Reader, Reading+, STAR, Student Performance Indicators, Edusoft, Electronic Gradebook, Snapshot, and Examview Pro test generator programs as evidenced by a ten percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the number of computer stations throughout the school to increase the time and frequency students use technology.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	20000
Upgrade the software for the school's four mobile computer labs and promote their use with the faculty to increase the time and frequency in which students use technology.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	10000
Create a computer lab by pooling the school's most reliable computers. Although the lab will be primarily used for Intensive Math classes, other classes will have access to the lab when Intensive Math classes are not using it.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Remove all computer hardware, monitors, and keyboards that are outdated and/or inoperable from classrooms.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Enhance the school's website and promote its use among the faculty, staff, student body, and parents.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Offer teacher training in Snapshot, Student Performance Indicators (SPI), and Edusoft to assist teachers in data analysis and instructional goal setting.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Provide teacher training in the effective use of the Examview Pro test generator, Electronic Gradebook, FCAT Explorer and Florida Achieves software, STAR, Reading+, Gizmo, Accelerated Reader, and the Teacher/Student/Parent Portal.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Invite teachers to share their best practices with integrating technology and education at morning meetings and at Faculty Meetings.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Utilize appropriate instructional software during after-school tutoring programs to re-teach benchmarks and prepare	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	1000

Research-Based Programs

Professional Development

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

Evaluation

Results of the FCAT Explorer, Gizmo, Accelerated Reader, Successmaker Enterprise, and Reading+ reports

Health & Physical Fitness Goal

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

Florida Education Priorities

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
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Health & Physical Fitness 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 2007 FITNESSGRAM summary of results, the following data was obtained: 41 percent of students who took the test achieved the Gold Level and 45 percent of students achieved the Silver Level. This was a decrease of 25 percentage points on the Gold Level and an increase of 13 percentage points at the Silver Level.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will increase the percentage of those who attain the Gold Level by three percent and those who attain the Silver Level by three percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Ensure that the appropriate amount of instructional time is dedicated to fitness related activities on a daily basis during physical education class.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Monitor the physical education class to ensure that the teacher selects activities specifically related to the Presidential Award skill items.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Ensure that all students who are enrolled in physical education dress daily for physical activity by contacting those parents whose children do not dress through personal phone calls, Connect Ed, and letters sent home.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Ensure that programs such as Abstinence Between Strong Teens (ABST), Drug Free Youth in Town (DFY-IT), ASPIRA, the Non-Violence Project, and the Trust Prevention Programs are incorporated in grades six through eight, and promoted by the Homestead Middle School staff.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Install and utilize a Fitness Center in the physical education department to encourage health and well-being of all students enrolled.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Ensure more students eat breakfast daily by requiring that students wait for the start of the school day in the cafeteria before the bell rings.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0

Research-Based Programs

“Moving Into the Future: National Standards for Physical Education through the National Association for Sports and Physical Education”

Professional Development

FITNESS GRAM Workshop

Evaluation

Results of the 2008 FITNESS GRAM

Electives & Special Areas Goal

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

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Electives & Special Areas 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 Advanced Academic classes, including Gifted, Honors, and Advanced classes, during the 2006-2007 school year was approximately 180 students, which was 15 percent of the student population. The loss of students from two elementary schools whose students are traditionally higher-performing may have a negative impact on student enrollment in Advanced Academic courses.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Advanced Academic classes, which include Gifted, Honors, Advanced, and the newly implemented International Baccalaureate (IB) Program, will increase by ten percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Require teachers, coaches, and guidance counselors to identify students in regular classes who would benefit academically from advanced classes.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Utilize the District's expanded criteria for giftedness to increase the number of students enrolled in gifted classes.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Conduct Family Curriculum Nights for parents to showcase the academic programs available to students.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Conduct Family Curriculum Nights for parents to showcase the academic programs available to students.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	3600
Establish clubs and extracurricular activities that allow students to develop special interests, talents, and career exploration.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Conduct Student Achievement Chats to provide career counseling and specific strategies to increase achievement.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	600
Conduct a Transition Academy for incoming sixth graders and their parents to showcase advanced academic offerings.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Increase enrollment in French classes to promote the benefits of learning a second language.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Establish an International Baccalaureate (IB) Program to enhance the offerings at Homestead Middle School.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Increase the number of business, professional, and career participants who visit the school during Career Day.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Utilize Dade Partners to offer students internships, job opportunities, or field trips to learn more about the world of work.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0

Research-Based Programs

International Baccalaureate Middle Years Program

Professional Development

Small Learning Communities
Secondary School Reform

Evaluation

Enrollment statistics for Advanced Academic classes
Class enrollment information for French classes

Return On Investment Goal

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Return On Investment 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 2004-2005 figures indicate that Homestead Middle School ranked in the 56 percentile on the ROI index.

Measurable Objective

Homestead Middle School's Return on Invest (ROI) percentile ranking will increase by at least one percentage point on the next publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development for teachers in the use of SPI, Edusoft, Snapshot, and Electronic Gradebook to increase the use of technology among the faculty and maximize the use of purchased products.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Provide professional development for both teachers and students in the use of Reading+, STAR Reading Test, FCAT Explorer, Riverdeep, Accelerated Reader, Success Maker, and GIZMO in order to increase the usage of programs.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Monitor the use of all purchased educational software (i.e. Accelerated Reader, GIZMO, etc.) to ensure programs are used effectively and frequently.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	3600
Discuss the purchase of educational software with teachers prior to acquiring products to ensure that the software meets instructional demands and receives teacher approval.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Explain budget issues and decisions more frequently with the faculty and staff to create more financial transparency and recognition of why the use of purchased materials and programs are essential to increasing ROI.	Principal, Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	600

Research-Based Programs

Professional Development

Evaluation

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

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

Budget:

The EESAC has approved the use of funds for Student Agendas and currently possesses years of unspent funds. The acquisition of technology and books has been a priority for the EESAC and that of the school for years.

Training:

When suggested by the new principal, the EESAC agreed that training on the use of funds would be helpful to all members.

Instructional Materials:

The EESAC made recommendations for the 2007-2008 budget that reflected the purchasing of instructional materials for the Media Center, namely books for students.

Technology:

The EESAC lamented the lack of technology in the building. In particular, the EESAC complained about unreliable computers in the classroom and media center. Through the use of Title I funds, more computers will be purchased for the school.

Staffing:

The EESAC was notified of the addition of another assistant principal and a math and science coach.

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. The addition of evening Parent Conferences will allow for additional opportunities for parent/teacher interaction.

Other Matters of Resource Allocation:

The EESAC reviewed expenditures of EESAC 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 and the Instructional Focus Calendars in Reading, Mathematics, and Science.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC made recommendations to implement a school uniform policy.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	47682
Mathematics	10800
Writing	13800
Science	8800
Parental Involvement	17600
Discipline & Safety	15000
Technology	31000
Health & Physical Fitness	0
Electives & Special Areas	4200
Return On Investment	4200
Other	0
Total	153082



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent