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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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Homestead Senior High's mission is centered around empowering students to unlock their human potential and cultivate their intellectual skills. The school is dedicated to delivering a high-quality, relevant, and rigorous education that equips students with the knowledge and abilities needed to thrive in a rapidly evolving world. Emphasizing the importance of a safe and conducive learning environment, Homestead Senior High aims to foster an atmosphere that encourages exploration, growth, and success. By nurturing their educational journey, Homestead Senior High prepares students to become both competitive individuals and engaged members of society, capable of contributing meaningfully to a globalized world.

#### Provide the school's vision statement

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Homestead Senior High School envisions its students developing their talents and intellectual skills to become informed, caring, responsible, and productive citizens of their community, state, nation, and world. Our vision is to create a supportive and inclusive learning environment that empowers every student to achieve their fullest potential. We are dedicated to nurturing curiosity, resilience, and a love for lifelong learning, equipping our students to thrive in a global society while make meaningful contributions to their communities.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Samuel J. Louis

##### Position Title

Principal

##### Job Duties and Responsibilities

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Mr. Louis oversees and leads all aspects of daily operations at Homestead Senior High School; responsibilities include overseeing all academic areas, school operations, maintenance, community

and parental involvement, school budgeting, state and district compliance.

## **Leadership Team Member #2**

### **Employee's Name**

Ivan Rosales

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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The Assistant Principal, Mr. Rosales, oversees the Social Studies department, which is a critical component of the overall School Improvement Plan per the data review. Other critical improvement components that Mr. Rosales oversees are CTE, Foreign Language, Dual Enrollment, Advance Placement Courses and Assessment.

## **Leadership Team Member #3**

### **Employee's Name**

George Coakley

### **Position Title**

Dean Of Discipline

### **Job Duties and Responsibilities**

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Mr. Coakley oversees the Positive Behavioral Support (PBS) initiatives and reinforces/recognizes behaviors that are considered to be high priority for implementation within the student body. He also oversees attendance initiatives by identifying and targeting at-risk students.

## **Leadership Team Member #4**

### **Employee's Name**

Latasha Masso

### **Position Title**

Literacy Transformation Coach

### **Job Duties and Responsibilities**

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Ms. Masso is the Literacy Transformation Coach for the Literacy Department. She provides instructional leadership/coaching support to teachers and leads collaborative planning in her department to ensure uniformity of instruction across the curriculum. She also leads small group instruction for our L25/ L35 students, who are below grade level in ELA.

## **Leadership Team Member #5**

### **Employee's Name**

Karina Hamilton

### **Position Title**

Mathematics Transformation Coach

### **Job Duties and Responsibilities**

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Ms. Hamilton is the Mathematics Transformation Coach. She provides instructional leadership/coaching support to teachers and leads collaborative planning in her department to ensure uniformity of instruction across the curriculum. She also leads small group instruction for our L25/ L35 students, who are below grade level in Mathematics.

## **Leadership Team Member #6**

### **Employee's Name**

Regina Jackson

### **Position Title**

Science Transformation Coach

### **Job Duties and Responsibilities**

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Ms. Jackson is the Science Transformation Coach. She provides instructional leadership/coaching support to teachers and leads collaborative planning in her department to ensure uniformity of instruction across the curriculum. She also leads small group instruction for our L25/ L35 students, who are below grade level in Science.

## **Leadership Team Member #7**

### **Employee's Name**

Nancy Howard

### **Position Title**

Social Studies Department Chair

### **Job Duties and Responsibilities**

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Ms. Howard is the Social Studies Department Chair. She leads and facilitates collaborative planning across various Social Studies Disciplines.

## **Leadership Team Member #8**

### **Employee's Name**

Justin Bess

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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The Assistant Principal, Mr. Bess, oversees the Math department, which is a critical component of the overall School Improvement Plan per the data review. The duties and responsibilities of Mr. Bess is to manage daily attendance, Security, transportation, athletics, and oversee the operations and maintenance of the building.

**Leadership Team Member #9**

**Employee's Name**

Ann Jordan

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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The Assistant Principal, Mrs. Jordan oversees the Science department, which is a critical component of the overall School Improvement Plan per the data review. The duties and responsibilities of Mrs. Jordan are to manage ESE, custodians, new teachers, community partnerships and Title I.

**Leadership Team Member #10**

**Employee's Name**

Sandra Vincent

**Position Title**

Activities Director

**Job Duties and Responsibilities**

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Ms. Vincent designs, implements, and supervises extracurricular programs and activities within the school. She also serves as the advisor for the Student Government Association.

**Leadership Team Member #11**

**Employee's Name**

Tia Ellis

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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The Assistant Principal, Mrs. Ellis oversees the Literacy department, which is a critical component of the overall School Improvement Plan per the data review. The duties and responsibilities of Ms. Ellis are to manage ESOL compliance, EESAC, school website, gradebook, and food and nutrition.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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Stakeholder involvement allows teachers, administrators, parents, students, and community members, to gather diverse perspectives and insights. Through surveys, focus groups, and town hall meetings, stakeholders were provided with opportunities to voice their opinions, concerns, and suggestions. Their input was carefully considered and incorporated into the SIP to reflect the collective vision for school improvement. By including stakeholders in the planning process, Homestead Senior High School fostered a sense of ownership and commitment to the SIP, promoting a shared responsibility for enhancing the school's educational environment and outcomes.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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Homestead Senior High School recognizes the importance of regularly monitoring the School Improvement Plan (SIP) to ensure effective implementation and measure its impact on student achievement in meeting the state's academic standards, especially for our lower performing students. To achieve this, the school has established a comprehensive monitoring system that includes ongoing data collection, regular progress monitoring, and feedback. Through periodic reviews and analysis of student performance data, both at the individual and group level, the school will track progress towards the set goals outlined in the SIP. Additionally, teachers and administrators will collaborate to evaluate the effectiveness of instructional strategies and interventions implemented as part of the plan. This continuous monitoring process will provide valuable insights into the areas that require further attention and allow for timely adjustments to optimize student learning and success at Homestead Senior High School.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH PK, 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>97.5%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	97	113	92	80	382
One or more suspensions	81	52	26	25	184
Course failure in English Language Arts (ELA)	47	23	11	12	93
Course failure in Math	44	106	116	46	312
Level 1 on statewide ELA assessment	199	191	136		526
Level 1 on statewide Algebra assessment	144	1	0		145

### Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	296	232	167	50	745

### Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	7	3	0	10	20
Students retained two or more times	25	47	19	20	111

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	40	60	55	37	55	50	29	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	55	58	57				49		
ELA Learning Gains Lowest 25%	60	55	55				51		
Math Achievement *	31	51	45	36	43	38	33	42	38
Math Learning Gains	41	50	47				57		
Math Learning Gains Lowest 25%	55	56	49				62		
Science Achievement *	91	68	68	60	62	64	53	41	40
Social Studies Achievement *	61	73	71	58	69	66	56	56	48
Graduation Rate	99	92	90	97	89	89	94	56	61
Middle School Acceleration								56	44
College and Career Readiness	82	74	67	90	70	65	70	67	67
ELP Progress	46	57	49	52	49	45	47		

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPP) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	661
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	99%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	62%	55%	44%		49%	46%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.



### C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	55%	No		
English Language Learners	54%	No		
Black/African American Students	59%	No		
Hispanic Students	61%	No		
White Students	61%	No		
Economically Disadvantaged Students	61%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	56%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
English Language Learners	52%	No		
Black/African American Students	60%	No		
Hispanic Students	64%	No		
White Students	63%	No		
Economically Disadvantaged Students	63%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	47%	No		
English Language Learners	49%	No		
Native American Students				

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	53%	No		
Hispanic Students	55%	No		
Multiracial Students				
Pacific Islander Students				
White Students	60%	No		
Economically Disadvantaged Students	54%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	40%		55%	60%	31%	41%	55%	91%	61%		99%	82%	46%
Students With Disabilities	25%		55%	76%	18%	39%	60%	87%	46%		99%	58%	45%
English Language Learners	23%		43%	44%	30%	42%	45%	86%	40%		98%	93%	46%
Black/African American Students	35%		56%	71%	27%	39%	57%	88%	53%		99%	80%	48%
Hispanic Students	44%		55%	52%	35%	42%	53%	94%	66%		99%	86%	47%
White Students	53%		57%		18%				75%		100%	65%	
Economically Disadvantaged Students	40%		55%	65%	30%	39%	57%	93%	62%		99%	82%	49%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	37%				36%			60%	58%		97%	90%	52%
Students With Disabilities	29%				31%			47%	48%		99%	84%	
English Language Learners	19%				32%			45%	43%		84%	81%	59%
Black/African American Students	32%				31%			55%	51%		99%	89%	64%
Hispanic Students	40%				40%			63%	60%		96%	91%	58%
White Students	44%				50%			69%	88%				
Economically Disadvantaged Students	38%				36%			63%	56%		98%	90%	59%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	29%		49%	51%	33%	57%	62%	53%	56%		94%	70%	47%
Students With Disabilities	25%		40%	42%	26%	50%	58%	46%	48%		91%	42%	
English Language Learners	11%		44%	47%	25%	56%	57%	36%	50%		93%	72%	47%
Native American Students													
Asian Students													
Black/African American Students	25%		47%	51%	29%	57%	65%	49%	48%		97%	73%	45%
Hispanic Students	30%		51%	50%	34%	57%	60%	55%	60%		92%	70%	47%
Multiracial Students													
Pacific Islander Students													
White Students	50%		39%		50%	54%			83%		93%	50%	
Economically Disadvantaged Students	28%		49%	51%	32%	57%	62%	52%	55%		94%	70%	45%

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	40%	56%	-16%	53%	-13%
Ela	9	35%	54%	-19%	53%	-18%
Biology		83%	70%	13%	67%	16%
Algebra		25%	55%	-30%	50%	-25%
Geometry		34%	56%	-22%	52%	-18%
History		61%	70%	-9%	67%	-6%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		23%	17%	6%	16%	7%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		20%	18%	2%	17%	3%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

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Biology saw the greatest improvement, with a total increase of 31 percentage points, due to meticulous scheduling, targeted interventions, and dedicated tutoring. We effectively addressed students' learning gaps by carefully planning standard aligned lessons, offering personalized support through interventions, and providing additional tutoring sessions. This comprehensive approach ensured that students received the necessary resources and attention to boost significant progress in their biology performance.

##### Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

---

Mathematics was the lowest-performing component, with a proficiency of 31 percentage points, an 8 percentage point decrease from the 23-24 school year. At the mid-year mark, Homestead received students who lacked foundational algebra and geometry skills. The sudden increase in students created challenges in adjusting the curriculum and providing adequate support. This influx made it difficult to maintain consistent instruction and individualized attention, contributing to the lower performance in mathematics compared to other subjects. Addressing these challenges will be crucial for improving future outcomes in mathematics.

##### Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

---

Mathematics showed the greatest decline, with an overall 8 percentage point decrease from the 2023-2024 school year. This can be attributed to large class sizes, which impacted the implementation of differentiated instruction with fidelity. Additionally, the growing class sizes and students entering without the foundational skills needed in geometry and algebra meant that the focus on higher-level questioning was not vastly implemented due to significant learning gaps. As a result, the challenges in meeting diverse educational needs became more profound.

##### Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the

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factor(s) that contributed to this gap and any trends.

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Mathematics has the greatest gap compared to the state average, showing a 25 percentage point difference. A sudden increase in students made it challenging to provide consistent instruction and tailored support, contributing to the notable gap in mathematics performance compared to state benchmarks.

### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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According to the EWS data, potential areas of concern include students with substantial reading deficiency, of which we have 815; students with attendance below 90 percent, of which we have 375; and students with two or more early warning indicators, of which we have 323.

### **Highest Priorities**

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

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1. Mathematics
2. Students with Substantial Reading Deficiency
3. Students with attendance below 90%
4. Increasing Technology programs in the ELA and Mathematics classes
5. Ensuring all teachers can desegregate and analyze data

## **B. Area(s) of Focus (Instructional Practices)**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### **Area of Focus #1**

Address the school's highest priorities based on any/all relevant data sources.

#### **Instructional Practice specifically relating to Differentiation**

##### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to the 2023-2024 FAST PM3 data, 40 percent of 9th and 10th grade students were proficient in ELA compared to the state average of 53 percentage points and the district average of 55 percentage points. Based on this data and the identified contributing factor of students historically performing below grade level, we will implement the Targeted Element of Differentiated Instruction.

##### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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With the implementation of the targeted element of differentiation, we anticipate achieving a combined 2 percentage point increase in proficiency (42 percent total) on the 9th and 10th grade FAST ELA assessment for the 24-25 school year. We aim to bridge the performance gap and enhance overall academic outcomes by concentrating our efforts on these students.

##### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Differentiated instruction will be monitored through regular administrative walk-throughs, where administrators observe classroom practices and assess the implementation of tailored strategies. Additionally, we will utilize data analysis of student assessments and feedback from teachers to gauge the effectiveness of differentiation. Regular review meetings will be held to discuss progress and adjust strategies as needed. This comprehensive approach ensures that differentiated instruction is effectively addressing the needs of all students and driving improvements in proficiency.

**Person responsible for monitoring outcome**

Ms. Tia Ellis

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

**Rationale:**

The evidence-based strategy of differentiated instruction was chosen to tailor instruction to student's individual learning needs. Teachers will address students' lowest benchmarks by adapting the content, process, and product to their needs. Additionally, they will leverage students' strengths to enhance their learning and maximize overall growth. This will ensure that all students have the opportunity to reach their full potential.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Data-Driven Planning

**Person Monitoring:**

Ms. Tia Ellis

**By When/Frequency:**

August 12, 2024 - September 27, 2024, Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers from the Literacy Department attended an in-house professional development session focusing on using Performance Matters and Power BI to view student data and effectively plan for their content areas. Any teacher who did not attend will receive training from the Literacy coach or Department Head.

**Action Step #2**

Collaborative Planning

**Person Monitoring:**

Ms. Tia Ellis

**By When/Frequency:**

August 12, 2024 - September 27, 2024, Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

In order to address the learning needs of our students, ELA teachers will participate in collaborative planning with an instructional coach or department head. During Common Planning teachers will be able to analyze student data, identify individual needs and strategize effective interventions to differentiate learning experiences.

**Action Step #3**

Interventions

**Person Monitoring:**

Ms. Tia Ellis

**By When/Frequency:**

August 12, 2024 - September 27, 2024, Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

To address student learning needs, we will form intervention groups using FAST PM1 data and conduct data chats with both teachers and students. This approach ensures targeted support and collaborative analysis to enhance each student's progress and development.

**Action Step #4**

Instructional planning.

**Person Monitoring:**

Ms. Tia Ellis

**By When/Frequency:**

October 14, 2024 -January 17, 2025.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will gather, evaluate, and create differentiated materials specifically targeting our L25 students to enrich and remediate their learning experience. By assessing each student's unique needs and strengths, we will develop tailored resources that address diverse learning styles and abilities

**Action Step #5**

Targeted Small Group Differentiated Instruction

**Person Monitoring:**

Ms. Tia Ellis

**By When/Frequency:**

October 14, 2024 -January 17, 2025.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will use F.A.S.T PM2 data to create flexible groups for differentiated instruction. Each week, they will hold small group sessions that focus on improving the lowest benchmarks while also teaching effective test-taking strategies. This data will also be utilized to identify and select students for Targeted Broncos afterschool tutoring, allowing us to provide tailored support to those who need it most, enhancing their chances for success on the F.A.S.T. PM3.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining

how it was identified as a crucial need from the prior year data reviewed.

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According to the 2023-2024 EOC data, Geometry and Algebra students scored an average of 31 percent proficiency which is lower than the state average of 50 percent and the District average of 55 percent. Based on this data and the identified contributing factors of the influx of students below grade level in both Math and ELA, as well as a lack of fundamental mathematical skills we will implement instructional technology platforms such as IXL, Khan Academy, and Big Ideas.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

With the implementation of the Targeted Element of instructional technology such as IXL, math will increase 9 percentage points (40 percent total) by providing personalized learning and real-time progress tracking. IXL's adaptive platform tailors practice to individual needs, helping students improve their math skills more effectively. Detailed analytics will enable educators to identify areas for improvement and adjust instruction accordingly. This targeted approach will enhance student performance and content mastery, leading to measurable gains in academic achievement.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Administrative walkthroughs will include observing the integration of instructional technology such as IXL, Khan Academy, and Big Ideas in classrooms. Administrators will evaluate how these tools are used to support differentiated instruction and enhance learning. They will review lesson plans, check for effective technology use, and gather feedback from teachers and students. This approach ensures that these resources are being utilized effectively to meet educational goals and improve student outcomes.

### **Person responsible for monitoring outcome**

Mr. Justin Bess

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards

to target during instruction throughout the year, based on data outcomes.

**Rationale:**

The evidence-based strategy of data-driven instruction was chosen to make informed decisions about strategies and targeted interventions. Teachers will analyze assessment data such as quizzes, mini-assessments, exit tickets, and end products, to address individual learning needs and monitor student progress over time. Additionally, this will allow teachers to guide evidence based instruction and refine instructional practices.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Interventions

**Person Monitoring:**

Mrs. Karina Hamilton

**By When/Frequency:**

August 12, 2024 - September 27, 2024, Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

To effectively address student learning needs, teachers will use Topic Test data to form targeted intervention groups and plan RTI (Response to Intervention) days. This data will provide insights into students' academic progress, allowing us to implement precise interventions. By analyzing test results, we can create focused groups that address specific areas for improvement, ensuring tailored support. RTI days will facilitate targeted instruction and progress monitoring, enhancing overall student performance through strategic, data-driven approaches.

**Action Step #2**

Collaborative Planning

**Person Monitoring:**

Mrs. Karina Hamilton

**By When/Frequency:**

August 12, 2024 - September 27, 2024, Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

To meet our students' learning needs, Mathematics teachers will engage in weekly collaborative planning sessions with an instructional coach. These sessions will focus on analyzing student data, including performance on weekly Algebra quizzes, to identify growth areas. Teachers will use this data to implement targeted small group interventions with a focus on L25 students. Teachers will also refine lessons for upcoming topics, ensuring a data-driven approach to improving student outcomes.

**Action Step #3**

Data Chats

**Person Monitoring:**

Mrs. Karina Hamilton

**By When/Frequency:**

August 12, 2024 - September 27, 2024, Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will conduct data chats with students and track their progress on deficient benchmarks, offering reteach assignments during differentiated instruction. By utilizing data trackers, teachers will closely monitor student progress and adjust lessons accordingly. This approach ensures that instructional strategies are responsive to individual needs, helping students overcome learning gaps and improving overall academic performance through targeted, data-informed adjustments.

#### **Action Step #4**

Exit tickets

#### **Person Monitoring:**

Mrs. Karina Hamilton

#### **By When/Frequency:**

October 14, 2024 -January 17, 2025.

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will consistently administer exit tickets to assess student understanding at the end of lessons. The impact will be monitored by reviewing student responses, tracking progress over time, and analyzing data during collaborative meetings to adjust instruction accordingly.

#### **Action Step #5**

Feedback

#### **Person Monitoring:**

Mrs. Karina Hamilton

#### **By When/Frequency:**

October 14, 2024 -January 17, 2025.

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will provide more immediate feedback on guided notes and exit tickets to enhance student understanding. Feedback will be given promptly after each lesson. Improvements in student performance will be tracked, quality feedback will be reviewed, and regular observations and assessments will be conducted during collaborative planning and walkthroughs to adjust instructional strategies.

### **Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

#### **Graduation/Acceleration specifically relating to Acceleration**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

To boost our acceleration rate to 90%, we will continuously promote dual enrollment, magnet, and CTE programs at Homestead Senior High through robust social media campaigns and an updated school website. By leveraging these digital platforms, we'll provide engaging content, success stories, and program details, increasing visibility and accessibility. This strategic approach will showcase the ultimate benefits of our programs, helping students delve deeper into their academic and career interests, driving higher enrollment and accelerated achievement.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for

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each relevant grade level. This should be a data-based, objective outcome.

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For the 22-23 school year, acceleration was 82 percentage points. The projected acceleration rate for the 23-24 school year is 88 percentage points. For the 24-25 school year, with the implementation of the targeted element of enhanced social media campaigns and an improved school website, we aim to boost our acceleration rate from our projected 88 percentage points to 90 percentage points during the 2024-2025 school year. This increase will be tracked through enrollment numbers and program participation rates, focusing on enhancing student engagement and academic advancement.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The increase in our acceleration rate will be monitored collaboratively by key members of the leadership team. Mrs. Vincent will oversee the promotion and impact of the Magnet programs, tracking student interest and enrollment numbers. Mr. Rosales will focus on Dual Enrollment, analyzing participation data, and coordinating outreach efforts. Mr. Louis will manage the school website's updates and effectiveness, ensuring it effectively supports program visibility and engagement. Regular meetings and data reviews will ensure alignment and progress towards the 90 percentage point goal.

### **Person responsible for monitoring outcome**

Ivan Rosales

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Offering Electives/Academies that are aligned with students' interests can help increase students' valuing of school and also increase student engagement. There are also numerous studies that show how exposure to foreign languages and music can positively impact students' overall achievement.

#### **Rationale:**

The evidence-based strategy of electives/academies was chosen to focus on providing specialized programs that focus on STEAM, technology, and vocational skills. These specialized programs cater to various learning styles, align with students' interests, and help them discover the best fit for their educational and career aspirations. Academy leaders will work with local businesses and organizations to develop high-quality magnet and academy programs that attract top students. This approach will foster advanced learning opportunities and encourage students to achieve higher levels of academic success.

#### **Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence



**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Updating the School Website

**Person Monitoring:**

Mr. Samuel Louis

**By When/Frequency:**

August 12, 2024 - September 27, 2024, Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The school website and social media sites (Instagram and X) will feature up-to-date information about our magnet, CTE, and dual enrollment programs. Program leaders will promote these programs to current students as well as incoming 9th graders. Additionally, we will use school messenger to blast information to parents, keeping them informed and engaged with program updates. This collaborative approach will help maintain an informative and engaging platform, driving higher student participation.

**Action Step #2**

Teacher Professional Development

**Person Monitoring:**

Mr. Ivan Rosales

**By When/Frequency:**

August 12, 2024 - September 27, 2024, Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Professional development will provide teachers with the training and knowledge needed to provide our students with CTE and dual enrollment programs. Teachers will partner with Miami Dade College Homestead campus, which will provide workshops, resources, and offer ongoing support to educators, helping them understand program requirements and benefits. By facilitating clear communication and feedback channels, we will ensure teachers are equipped to effectively guide students and promote these programs, ultimately supporting higher participation and success rates.

**Action Step #3**

Resources and Community Partnership

**Person Monitoring:**

Mrs. Ann Jordan

**By When/Frequency:**

August 12, 2024 - September 27, 2024, Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Community partnerships, such as those with Miami Dade College, will enrich our students' education by providing real-world experiences through field trips and guest speakers. Students will visit the Miami Dade College Homestead Campus, as well as other Miami-based colleges and universities. These field trips will offer hands-on learning opportunities and expose students to industry professionals. Guest speakers, who are experts in their fields, will provide valuable insights and deepen students' understanding of career pathways. By integrating these practical experiences and expert perspectives into the curriculum, we will enhance student engagement and readiness, bridging the gap between academic knowledge and real-world application.

**Action Step #4**

## Acceleration Analysis

**Person Monitoring:**

Ivan Rosales

**By When/Frequency:**

October 14, 2024 -January 17, 2025.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The 12th-grade counselor will analyze the Graduation Tracker to identify seniors still needing an acceleration point. Forgiveness and semesterization will be used to improve students' GPAs, increasing the pool of eligible dual enrollment candidates for the second semester. Mr. Rosales and the counselor will cross-check the number of students scheduled for dual enrollment against the Graduation Tracker to ensure that all qualifying seniors are registered.

**Action Step #5**

Industry Certification Course Placement

**Person Monitoring:**

Ivan Rosales

**By When/Frequency:**

October 14, 2024 -January 17, 2025.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Mr. Rosales and the 12th-grade counselor will review the Graduation Tracker to identify seniors who are not qualified for Dual Enrollment (DE). They will then strategically place these students in an acceleration course. All students at Homestead Senior High are expected to have a plan to meet this requirement through options such as nursing, JROTC, AP courses, DE, and Industry Certification.

## IV. Positive Culture and Environment

**Area of Focus #1**

Teacher Retention and Recruitment

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

According to the 2022-2023 staff climate survey, 74 percent of staff feel satisfied with their career progress at the school. There was no change in the data compared to the 2023-2024 school year of 74 percent. Based on this, we will strengthen support systems, offer personal career advancement opportunities, and deliver comprehensive professional development for teachers. A supportive work environment and growth opportunities are crucial for attracting and retaining talented educators. By focusing on these areas, we aim to foster a more rewarding and engaging workplace, resulting in enhanced job satisfaction, better teacher performance, and a stable, high-quality educational experience for students.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for

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each relevant grade level. This should be a data-based, objective outcome.

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With the implementation of the targeted element of teacher retention and recruitment, the 2024-2025 school climate survey will indicate that 76 percent of teachers feel satisfied with their career progression. This can be accomplished by celebrating their successes, providing leadership opportunities, and fostering a supportive and positive work environment.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Various school leadership team members will establish norms to increase involvement in different areas of school operations by creating support systems, career advancement opportunities, and professional development. This progress will be monitored through sign-in sheets, surveys, and meeting agendas.

### **Person responsible for monitoring outcome**

Mr. Samuel Louis

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

Empower Teachers and Staff is when a leadership team provides support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.

### **Rationale:**

The evidence-based strategy of empowering teachers and staff was chosen to provide them with the autonomy to make decisions, encourage creativity, and innovation. We aim to support our teachers and staff by providing professional development opportunities and encouraging them to assume leadership roles. By giving them a voice in decision-making, we foster a collaborative culture that helps retain highly effective educators.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

#### **Action Step #1**

Support Systems

#### **Person Monitoring:**

Mrs. Ann Jordan

#### **By When/Frequency:**

August 12, 2024 - September 27, 2024, Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

New teachers in the MINT program will receive dedicated support from experienced mentors. The mentor will offer personalized guidance, helping new educators navigate their roles and develop effective teaching strategies. They will also focus on providing support with classroom management and curriculum planning. Ensuring that new teachers have the essential tools, resources, and encouragement needed to thrive and make a positive impact in their classrooms.

**Action Step #2**

Career Advancement

**Person Monitoring:**

Mr. Samuel Louis

**By When/Frequency:**

August 12, 2024 - September 27, 2024, Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action****step:**

Teachers will be encouraged to join committees, lead extracurricular clubs, manage Magnet programs, and spearhead school initiatives. We aim to empower them with professional advancement opportunities within the school. This approach will provide educators with valuable leadership experience, enhance their project management skills, and expand their professional networks. To ensure effectiveness, participation and progress will be monitored through surveys, meeting agendas, and faculty meetings.

**Action Step #3**

Professional Development

**Person Monitoring:**

Mr. Samuel Louis

**By When/Frequency:**

August 12, 2024 - September 27, 2024, Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action****step:**

Instructional staff will be provided In-House professional development offerings in STEAM and data reviews will support teacher retention and recruitment by equipping educators with cutting-edge skills and insights. These specialized trainings will enhance teaching effectiveness and foster career growth, making our school a more attractive place for top talent. Additionally, teachers will attend district-wide professional development to ensure consistency and coherence in our educational practices, contributing to a more skilled, motivated, and committed teaching staff. Participation and progress will be monitored through PL sign-in sheets and completion certificates.

**Action Step #4**

Attendance

**Person Monitoring:**

Mr. Samuel Louis

**By When/Frequency:**

October 14, 2024 -January 17, 2025.

**Describe the Action to Be Taken and how the school will monitor the impact of this action****step:**

School staff with perfect attendance during the month will be rewarded with special incentives from our community partners. These rewards may include gift cards, discounts, and exclusive offers from local businesses. This initiative recognizes and celebrates staff dedication, while fostering a positive and engaged school environment throughout the month.

**Action Step #5**

Bronco of the Month

**Person Monitoring:****By When/Frequency:**

Mr. Samuel Louis

October 14, 2024 -January 17, 2025.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Bronco of the Month Award highlights the exceptional efforts of our educators, fostering a positive and motivating environment for both staff and students. Each awardee will receive recognition on our social media platforms, during faculty meetings, and a feature on our BTV morning announcements, showcasing their contributions and inspiring others to strive for excellence in teaching.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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The SIP will be shared with all stakeholders during Title 1 meetings, EESAC meetings, and Open House. It is readily available in the parent resource center. It can also be found at our school website which is located at, <https://www.homesteadshs.com>.

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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We will build positive relationships through parent meetings, annual Title I parent meetings with the creation of the Parental Family Engagement plan, student orientation and tours, family events such as Dunkin with Dads, and events with various community partners.

The FPEP can be found at <https://www.homesteadshs.com/> under the parent tab.

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

---

At Homestead Senior High School, we are committed to enhancing our academic programs through a

multifaceted approach. In English Language Arts (ELA), we will implement differentiation strategies to meet diverse student needs, promote collaborative planning among educators, and conduct regular administrative walkthroughs to monitor progress and provide support. For Mathematics, our focus will be on strengthening common planning and conducting data chats to address our current challenges. To accelerate overall student achievement, we plan to forge strong community partnerships, boost our media presence to highlight successes and invest in targeted teacher professional development. This comprehensive strategy aims to elevate student performance across all subjects and foster a supportive learning environment.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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The School Improvement Plan is crafted through a collaborative process that aligns with federal, state, and local initiatives. This plan is designed to enhance student outcomes by integrating resources and services across multiple levels of government. The school ensures that students receive comprehensive support both inside and outside the classroom. Moreover, the plan leverages career and technical education programs to prepare students for the workforce. The school's efforts are aligned with broader educational goals and that all students have access to the resources they need to succeed.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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Homestead Senior High School has dedicated counselors who work with students on personal, social, and academic issues. These counselors provide individual and group counseling sessions, help students set and achieve personal goals, and offer guidance on managing stress and developing coping strategies. They also assist in navigating issues like peer relationships, family dynamics, and future planning. We also have mental health social workers, who offer direct support to students. These services can include crisis intervention, mental health assessments, therapy, and coordination with external mental health providers. We provide special education services, individualized education plans (IEPs), and accommodations for learning disabilities. The cap advisor ensures students are offered internships, job shadowing opportunities, and guidance on selecting career paths that align with students' interests and strengths.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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At Homestead Senior, we prepare students for postsecondary opportunities and the workforce by offering dual enrollment classes in both core subjects and electives, allowing students to earn college credits while still in high school. We also provide various trade programs, including HVAC and Electrical courses, giving all students the option to gain practical skills and industry certifications. These initiatives ensure students are well-prepared for further education and career readiness, bridging the gap between high school and their future professional paths.

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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Problem behaviors are proactively managed and resolved through a collaborative approach involving our TRUST counselor, Emotional Behavior Clinician, and Behavior Management Teacher (BMT). The



TRUST counselor provides general support to all students, helping to address and prevent issues early on. For students with Individualized Education Programs (IEPs), the Emotional Behavior Clinician and BMT offer specialized interventions, tailored strategies, and individualized support, ensuring that each student's unique needs are met effectively. This comprehensive team approach fosters a positive environment and supports behavioral and emotional well-being.

### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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Our Professional Learning Liaison designs and occasionally leads professional development sessions throughout the year. These opportunities focus on key areas such as data disaggregation, STEAM integration, and instructional practices. By analyzing data and staying updated on effective teaching strategies, the Liaison ensures that teachers are well-informed and equipped with the latest practices. This ongoing professional development enhances instructional effectiveness, supports the integration of STEAM concepts, and drives continuous improvement in teaching methods.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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N/A

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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N/A

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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N/A

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00