



# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 3
  - A. School Mission and Vision ..... 3
  - B. School Leadership Team ..... 3
  - C. Stakeholder Involvement and Monitoring ..... 7
  - D. Demographic Data ..... 8
  - E. Early Warning Systems ..... 9
- II. Needs Assessment/Data Review ..... 12
  - A. ESSA School, District, State Comparison ..... 13
  - B. ESSA School-Level Data Review ..... 14
  - C. ESSA Subgroup Data Review ..... 15
  - D. Accountability Components by Subgroup ..... 18
  - E. Grade Level Data Review ..... 21
- III. Planning for Improvement ..... 22
- IV. Positive Culture and Environment ..... 35
- V. Title I Requirements (optional) ..... 41
- VI. ATSI, TSI and CSI Resource Review ..... 45
- VII. Budget to Support Areas of Focus ..... 46

## School Board Approval

This plan was approved by the Dade County School Board on 10/16/2024.

## 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>
A school can be identified as CSI in any of the following four ways: <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

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## A. School Mission and Vision

### Provide the school's mission statement

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Through a cross curricular, interdisciplinary approach, students will be given the necessary tools and nurturing so they may produce individualized growth and ultimately reach their highest potential.

### Provide the school's vision statement

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The Hammocks Middle School community will develop students into confident, well-balanced and independent young people who will strive toward high academic standards.

## 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

Maritza Correa

#### Position Title

Principal

#### Job Duties and Responsibilities

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Direct and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.

### Leadership Team Member #2

#### Employee's Name

Nicolina Bonilla

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

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Assists in the planning, development, organization, coordination, and supervision of instructional

programs and activities; interprets and implements the District approved curriculum program in light of individual school needs. Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short range plans for the school. Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal.

### **Leadership Team Member #3**

**Employee's Name**

Jacqueline Blanco

**Position Title**

Media Specialist and Magnet Lead Teacher

**Job Duties and Responsibilities**

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She analyzes data and trends to identify necessary action steps. This information is communicated to department members during department meetings, ensuring collaborative efforts towards improvement. She not only oversees the implementation and progress of these action steps in her department but also regularly updates and refines them as needed throughout the year. Additionally, she conducts both midyear and end-of-year reviews to assess the effectiveness of the strategies and make informed decisions for future actions.

### **Leadership Team Member #4**

**Employee's Name**

Courtney Greenidge

**Position Title**

Science Department Chairperson

**Job Duties and Responsibilities**

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As a department chairperson, she analyzes data and trends to identify necessary action steps. This information is communicated to department members during department meetings, ensuring collaborative efforts towards improvement. She not only oversees the implementation and progress of these action steps in her department but also regularly updates and refines them as needed throughout the year. Additionally, she conducts both midyear and end-of-year reviews to assess the effectiveness of the strategies and make informed decisions for future actions.

### **Leadership Team Member #5**

**Employee's Name**

Consuelo Morales

**Position Title**

Mathematics Department Chairperson

**Job Duties and Responsibilities**

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As a department chairperson, she analyzes data and trends to identify necessary action steps. This information is communicated to department members during department meetings, ensuring collaborative efforts towards improvement. She not only oversees the implementation and progress of these action steps in her department but also regularly updates and refines them as needed throughout the year. Additionally, she conducts both midyear and end-of-year reviews to assess the effectiveness of the strategies and make informed decisions for future actions.

**Leadership Team Member #6****Employee's Name**

Jermaine Brogdon

**Position Title**

Social Studies Department Chairperson

**Job Duties and Responsibilities**

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As a department chairperson, he analyzes data and trends to identify necessary action steps. This information is communicated to department members during department meetings, ensuring collaborative efforts towards improvement. He not only oversees the implementation and progress of these action steps in his department but also regularly updates and refines them as needed throughout the year. Additionally, he conducts both midyear and end-of-year reviews to assess the effectiveness of the strategies and make informed decisions for future actions.

**Leadership Team Member #7****Employee's Name**

Cristyn Rodriguez

**Position Title**

ELA Department Chairperson

**Job Duties and Responsibilities**

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As a department chairperson, she analyzes data and trends to identify necessary action steps. This information is communicated to department members during department meetings, ensuring collaborative efforts towards improvement. She not only oversees the implementation and progress of these action steps in her department but also regularly updates and refines them as needed throughout the year. Additionally, she conducts both midyear and end-of-year reviews to assess the effectiveness of the strategies and make informed decisions for future actions.

## **Leadership Team Member #8**

### **Employee's Name**

Kerra Perez

### **Position Title**

Student Services Department Chairperson

### **Job Duties and Responsibilities**

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As a department chairperson, she analyzes data and trends to identify necessary action steps. This information is communicated to department members during department meetings, ensuring collaborative efforts towards improvement. She not only oversees the implementation and progress of these action steps in her department but also regularly updates and refines them as needed throughout the year. Additionally, she conducts both midyear and end-of-year reviews to assess the effectiveness of the strategies and make informed decisions for future actions.



## 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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The Educational Excellence School Advisory Council (EESAC) meets each month to monitor and discuss the School Improvement Plan (SIP). The EESAC is comprised of students, parents, business partners, faculty, clerical staff, and administrative team members. All stakeholders are provided the data needed to write the SIP goals and strategies. They work collaboratively to create an action plan and monitor progress each month. All departments collect evidence of all progress to present to the EESAC and to the faculty during twice monthly faculty meetings.

### 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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The School Improvement Plan (SIP) will be regularly monitored to ensure effective implementation and measure its impact on student achievement, particularly for those with the greatest achievement gap. The SIP is on the agenda during all leadership, department, parent, and faculty meetings. This will involve:

- Collecting and analyzing relevant data on student achievement.
- Monitoring progress through formative assessments and data reviews.
- Engaging stakeholders, including teachers, administrators, students, parents, and community members.
- Conducting evaluations to assess the plan's effectiveness.
- Revising the SIP based on evaluation findings and ongoing monitoring.
- Providing professional development and support for teachers and staff.
- Maintaining transparent communication throughout the process.

## 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>MIDDLE/JR. HIGH</b> <b>6-8</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>96.6%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>86.0%</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)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>WHITE STUDENTS (WHT)</b> <b>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: A</b> <b>2022-23: B*</b> <b>2021-22: B</b> <b>2020-21:</b> <b>2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### 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	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							10	12	12	34
One or more suspensions							0	5	8	13
Course failure in English Language Arts (ELA)							5	1	4	10
Course failure in Math							23	2	4	29
Level 1 on statewide ELA assessment							48	44	49	141
Level 1 on statewide Math assessment							30	26	38	94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### 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	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							32	27	32	91

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							1	0	0	1
Students retained two or more times							2	1	0	3

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							10	13	22	45
One or more suspensions								9	11	20
Course failure in ELA							4			4
Course failure in Math							12	4	2	18
Level 1 on statewide ELA assessment							44	44	58	146
Level 1 on statewide Math assessment							38	49	54	141
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										229

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							33	40	47	120

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year									2	2
Students retained two or more times									3	3

## 2. Grades 9-12 (optional)

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.

## **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 *	63	61	53	59	56	49	54	55	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	62	60	56				58		
ELA Learning Gains Lowest 25%	63	51	50				45		
Math Achievement *	65	64	60	54	60	56	53	43	36
Math Learning Gains	73	63	62				60		
Math Learning Gains Lowest 25%	78	62	60				53		
Science Achievement *	58	56	51	52	55	49	45	54	53
Social Studies Achievement *	85	75	70	90	72	68	75	64	58
Graduation Rate								51	49
Middle School Acceleration	81	73	74	82	74	73	80	56	49
College and Career Readiness								73	70
ELP Progress	65	58	49	59	50	40	64	77	76

\*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 (FPI) 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	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	693
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
69%	69%	59%	46%		62%	60%

\* 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	62%	No		
English Language Learners	64%	No		
Hispanic Students	69%	No		
White Students	69%	No		
Economically Disadvantaged Students	68%	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	54%	No		
English Language Learners	59%	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>
Asian Students	78%	No		
Black/African American Students	63%	No		
Hispanic Students	68%	No		
White Students	59%	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	32%	Yes	3	
English Language Learners	51%	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	81%	No		
Black/African American Students	67%	No		
Hispanic Students	58%	No		
Multiracial Students				
Pacific Islander Students				
White Students	63%	No		
Economically Disadvantaged Students	57%	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	63%		62%	63%	65%	73%	78%	58%	85%	81%			65%
Students With Disabilities	37%		58%	78%	44%	67%	70%	44%	84%	73%			
English Language Learners	49%		62%	62%	62%	76%	81%	41%	74%	68%			65%
Hispanic Students	61%		62%	63%	65%	74%	79%	57%	85%	78%			64%
White Students	75%		69%	69%	69%	63%	70%						
Economically Disadvantaged Students	63%		63%	69%	61%	69%	79%	52%	85%	79%			62%

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	59%				54%			52%	90%	82%			59%
Students With Disabilities	32%				26%			26%	85%	100%			
English Language Learners	49%				40%			33%	84%	74%			74%
Asian Students	73%				82%								
Black/African American Students	67%				58%								
Hispanic Students	59%				52%			50%	92%	80%			72%
White Students	53%				65%								
Economically Disadvantaged Students	56%				48%			49%	88%	80%			55%

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	54%		58%	45%	53%	60%	53%	45%	75%	80%			64%
Students With Disabilities	25%		38%	34%	21%	36%	41%	5%	54%				
English Language Learners	42%		52%	46%	41%	53%	45%	29%	64%	76%			64%
Native American Students													
Asian Students	79%		69%		100%	75%							
Black/African American Students	61%		82%		59%	65%							
Hispanic Students	52%		57%	45%	51%	59%	53%	44%	74%	77%			63%
Multiracial Students													
Pacific Islander Students													
White Students	57%		53%		65%	75%							
Economically Disadvantaged Students	51%		55%	44%	50%	59%	53%	39%	73%	81%			62%

## 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	6	45%	57%	-12%	54%	-9%
Ela	7	50%	55%	-5%	50%	0%
Ela	8	51%	54%	-3%	51%	0%
Math	6	50%	60%	-10%	56%	-6%
Math	7	38%	49%	-11%	47%	-9%
Math	8	54%	58%	-4%	54%	0%
Science	8	29%	42%	-13%	45%	-16%
Civics		72%	70%	2%	67%	5%
Biology		84%	70%	14%	67%	17%
Algebra		100%	55%	45%	50%	50%
Geometry		97%	56%	41%	52%	45%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics						

\* data suppressed due to fewer than 10 students or all tested students scoring the same.

### III. Planning for Improvement

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#### 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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The F.A.S.T. Mathematics data from 2023 to 2024 showed an 11% increase in the number of students scoring proficient. The proficiency rate climbed from 54% in 2023 to 65% in 2024. Furthermore, 73% of students made learning gains in 2024, compared to 60% in 2022. Impressively, 78% of our lowest 25% of students made learning gains in 2024, up from 53% in 2022. Regularly completing and analyzing topic assessments and FAST Assessment data, and utilizing this information to inform instruction during tutoring and small group sessions, significantly contributed to the improvement of our math scores. Our Interventionist was strategically assigned to support the classes requiring the most intervention. Furthermore, teachers participated in professional development sessions and shared best practices within the department.

##### Lowest Performance

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

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Even though our science proficiency increased from 52% to 58%, it is our lowest proficiency rate out of all of the exams. That is largely due to the fact that the fact that students are tested on three years of standards. Additionally, our 8th grade science test was on a leave for over a month in April. When examining mathematical proficiency data across grade levels, it was observed that seventh grade had the highest percentage of students scoring below proficiency. Specifically, 62% of seventh-grade students, including English Language Learners (ELL), scored at levels 1 or 2. In comparison, 50% of sixth-grade students and 46% of eighth-grade students scored at levels 1 or 2. It was anticipated that eighth grade would have the highest percentage of students scoring at levels 1 or 2, given that most students who achieved proficiency on last year's exam were placed in Algebra or Geometry courses and, consequently, are not included in this dataset.

##### Greatest Decline

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

---

When comparing the 2023 Civics EOC data to the 2024 data, there was a decline of 5 percentage



points. In 2024, 85% of our students scored proficient, down from 90% in 2023. The decline coincided with our Civics teacher from last year being promoted to an assistant principal position, resulting in a new teacher taking over. Although the new teacher performed admirably in their first year teaching Civics, the scores did not match those from the previous year.

Additionally, even though we have a 99% passing rate in the Algebra and Geometry EOC our Acceleration score decreased by one percentage point this year compared to last year. In 2024, we earned an Acceleration score of 81%, compared to 82% in 2023. This is due to the fact that we placed less level 3-5 students in high school level math and biology courses than we have in the past.

### **Greatest Gap**

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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When compared to the state average, our 6th grade ELA students had the greatest gap. Our average scale score for 6th grade reading was 219 while the state's average score was 224. When compared to the state average, our 7th grade Math students had the greatest gap. Our average scale score for 7th grade Math was 228 while the state's average score was 231.

### **EWS Areas of Concern**

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

---

Attendance and students with a substantial reading deficiency are our primary areas of concern as they directly influences academic success and student engagement. Consistent attendance ensures students are present for essential lessons and activities, helping to prevent gaps in learning and supporting overall achievement.

### **Highest Priorities**

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

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1. Maintaining/Increasing Proficiency Rates
2. Maintaining/Increasing our Learning Gains Percentages
3. Improving Student Attendance
4. Closing the gap in student with a substantial reading deficiency
5. Decreasing the number of suspensions

## 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 Science

##### 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 2024 Science Florida Sunshine State Assessment, 39% of our 8th grade science students and 86% of Biology students were proficient as compared to the state average of 61%. Based on this data and the identified contributing factors of students unable to participate in blended learning activities due to issues of insurance purchasing and student misuse and mishandling of devices. In addition due to the relatively small size of the Science department, it is difficult to collaborate and plan. Due to these barriers, we will provide science teachers with time for data driven decision making.

##### 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 data driven decision making, an additional 2% (for a total of 59%) of the eighth grade students will score at or proficiency level on the Florida Statewide Science Assessment or Biology End of Course Exam.

##### 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.

---

Science teachers will meet at least twice a month to collaboratively analyze student performance data. They will leverage this data, along with best practices shared during department meetings, to inform and guide lesson planning. Agendas and minutes from these meetings will document this process. Teachers will follow the Unit Test Calendar and ensure that students complete the unit tests. As a result, teachers will be aware of which students and standards need to be remediated. The Unit test calendar and test administration dates will be shared at the department meetings, consequently they will be included in department meeting agendas and minutes. Unit Test Data will be included in the Science Teacher's Data Chat Binder. After each Unit Test is completed, teachers will conduct data chats with the students. Unit Test Data will be included in the Science Teacher's Data Chat

Binder. Data Chats will be included in Science Teachers' lesson plans.

**Person responsible for monitoring outcome**

Nicolina Bonilla and Courtney Greenidge

**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 Decision Making uses various forms of data- such as test scores, attendance, behavior, and student demographics—to guide decisions that enhance student outcomes and school performance. By analyzing student performance and behavior, our school can identify areas of need, adjust instructional strategies, provide targeted interventions, and allocate resources more effectively. Teachers use this data to tailor instruction, while administrators monitor the impact of programs and policies to ensure continuous improvement.

**Rationale:**

Data-Driven Decision Making fosters continuous improvement and ensure effective education for all students. By leveraging data, our teachers will make informed decisions that enhance instructional practices, identify achievement gaps, and enable timely interventions. This approach also allows for more effective allocation of resources, ensuring support is directed where it's needed most. Additionally, data helps monitor and measure progress, fostering a culture of accountability and transparency. Ultimately, data-driven decision-making will empower our teachers to create personalized, responsive learning environments, leading to better student outcomes and overall school improvement.

**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**

Collaboratively conduct data analysis in department meetings

**Person Monitoring:**

Nicolina Bonilla and Courtney Greenidge

**By When/Frequency:**

9/27/24

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

Science teachers will meet at least twice a month to collaboratively analyze student performance data. They will leverage this data, along with best practices shared during department meetings, to inform and guide lesson planning. Agendas and minutes from these meetings will document this process.

**Action Step #2**

Unit Tests

**Person Monitoring:**

Nicolina Bonilla and Courtney Greenidge

**By When/Frequency:**

9/27/24

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

Teachers will follow the Unit Test Calendar and ensure that students complete the unit tests. As a result, teachers will be aware of which students and standards need to be remediated. The Unit test calendar and test administration dates will be shared at the department meetings, consequently they will be included in department meeting agendas and minutes. Unit Test Data will be included in the Science Teacher's Data Chat Binder.

**Action Step #3**

Science Data Chats

**Person Monitoring:**

Nicolina Bonilla and Courtney Greenidge

**By When/Frequency:**

9/27/24

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

After each Unit Test is completed, teachers will conduct data chats with the students. Unit Test Data will be included in the Science Teacher's Data Chat Binder. Data Chats will be included in Science Teachers' lesson plans.

**Action Step #4**

Data reviews to develop targeted interventions

**Person Monitoring:**

Nicolina Bonilla and Courtney Greenidge

**By When/Frequency:**

1/17/25

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

Science teachers will convene bi-weekly to collaboratively analyze student performance data from unit tests and other assessments. Through this data review, they will identify areas for improvement and develop targeted interventions to address specific student needs. Agendas and meeting minutes will be maintained to document the process and ensure accountability.

**Action Step #5**

Establish learning goals through data chats

**Person Monitoring:**

Nicolina Bonilla and Courtney Greenidge

**By When/Frequency:**

1/17/25

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

Following each unit test, teachers will hold data chats with students to review their progress and establish individualized learning goals. These discussions will provide students with valuable insights into their strengths and areas for growth, while also fostering a sense of accountability for their academic performance. Data Chat forms will be completed during this process.

**Action Step #6**

Collaboratively Analyze data

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

Nicolina Bonilla and Courtney Greenidge

2/3/25

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

Science teachers will meet at least twice a month to collaboratively analyze student performance data from unit tests and other formative assessments. By reviewing this data alongside best practices discussed during department meetings, teachers will identify instructional gaps, adjust lesson plans, and develop targeted remediation strategies that will be utilized during afterschool bootcamp sessions.

**Action Step #7**

Data Chats

**Person Monitoring:**

Nicolina Bonilla and Courtney Greenidge

**By When/Frequency:**

2/3/25

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

Following each unit test administration, science teachers will conduct one-on-one data chats with students to review their performance, set academic goals, and identify areas needing improvement. The data from these chats will be recorded in the Science Teacher's Data Chat Binder and referenced in lesson planning to ensure instruction is responsive to student needs. The expected outcome is increased student awareness of their academic progress, contributing to overall growth in science proficiency.

**Area of Focus #2**

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

**Instructional Practice specifically relating to Student Engagement****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 2024 Reading F.A.S.T. exam, 63% of our students demonstrated proficiency, while 65% were proficient on the Math F.A.S.T. exam. To further improve these results, blended learning strategies will be infused in teachers' lessons. Blended learning combines traditional face-to-face instruction with online components, allowing students to engage with content in diverse ways that cater to their individual learning styles. By increasing engagement through interactive and personalized activities, technology integration not only deepens student understanding but also provides real-time data to help teachers address learning gaps more effectively. This approach is expected to positively impact our proficiency rates, increasing the number of students who meet or exceed grade-level expectations by at least three percentage points.

**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 technology integration with a focus on blended learning, student engagement in their learning will increase. By June 5, 2025 an additional three percent of students will score at grade level or above on all tested areas through the use of technology based programs such as iReady, Gizmos, Read180, SAVAS.

### **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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Students will receive information about the required agreement forms and insurance for iPad checkout via social media, school messenger, announcements, and Open House. After submitting the necessary paperwork and securing insurance, students will be issued their iPads, ensuring they have the essential tools for success and boosting their classroom engagement. Teachers will then review district Pacing Guides and data sources like topic and mini assessment scores, F.A.S.T. data, etc., to tailor instruction. By using approved resources such as Kahoot, Quizziz, IXL, Gizmos, iReady, and Discovery Education, teachers will enhance student understanding of standards. Additionally, they will analyze weekly reports from iReady, Imagine Learning, READ180, SAVAS, and Gizmo to address individual student needs, adjusting and refining lessons to support diverse learning requirements.

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

Nicolina Bonilla

### **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:**

Technology Integration allows students to learn at their own pace and access a variety of resources beyond the confines of a physical classroom. It enhances engagement through interactive digital content, caters to diverse learning styles, and develops essential digital literacy skills. Additionally, it optimizes classroom time by reserving in-person interactions for collaborative activities and deeper discussions, making learning more effective and personalized. The use of technology will be monitored through walkthroughs and a review of teachers' lesson plans.

#### **Rationale:**

The incorporation of technology will enable teachers to differentiate instruction more effectively and closely monitor student progress, ensuring that learners stay engaged and on task. During the 20 minutes of homeroom each day, students will complete iReady reading and math lessons. Teachers will consistently review data reports from iReady and Gizmos to inform and guide their instruction. The data from these blended learning platforms will help track student progress more accurately. By analyzing this information, teachers can identify areas where students need additional support and deliver timely interventions, resulting in improved learning outcomes.

**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**

Use of Technology Resources

**Person Monitoring:**

Nicolina Bonilla

**By When/Frequency:**

9/27/24

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

After reviewing district Pacing Guides and various data sources, such as topic assessment scores, mini assessment scores, F.A.S.T. data, etc., teachers will utilize approved resources (i.e. Kahoot, Quizziz, IXL, Gizmos, iReady, and Discovery Education) to increase student understanding of standards. These resources will be included in teacher's lesson plans.

**Action Step #2**

Monitoring of Technology Resources

**Person Monitoring:**

Nicolina Bonilla

**By When/Frequency:**

9/27/24

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

Teachers will review weekly reports from iReady, Imagine Learning, READ180, SAVAS, and Gizmo to identify and address the specific needs of each student. This analysis will enable them to adjust, reinforce, and enhance weekly lessons to better support the diverse needs of all learners. Technology reports will be printed and organized in each teacher's Data Binder.

**Action Step #3**

Distribution of iPads

**Person Monitoring:**

Jacqueline Blanco

**By When/Frequency:**

9/27/24

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

Students will be informed about the necessary agreement forms and insurance requirements for checking out an iPad through social media, school messenger, announcements, and during Open House. Once the required paperwork is submitted and insurance is obtained, students will receive their iPads. Teachers will receive updated lists of which students have completed the requirements in order to obtain an iPad. Providing each student with an iPad ensures they have the essential tools for success and enhances their engagement in the classroom.

**Action Step #4**

Integration of technology resources

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



Nicolina Bonilla

1/17/25

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

After reviewing district pacing guides and analyzing various data sources, including topic assessment scores, mini-assessment results, and F.A.S.T. data, teachers will utilize approved resources such as Kahoot, Quizziz, IXL, Gizmos, iReady, and Discovery Education. These tools will be employed to enhance student understanding of the standards and address diverse learning styles.

**Action Step #5**

Data Chats of Technology Programs

**Person Monitoring:**

Nicolina Bonilla

**By When/Frequency:**

1/17/25

**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 on their Edgenuity lessons, iReady lessons, and Read180 segments to foster a culture of accountability and ownership of their learning. These individualized discussions offer students the opportunity to reflect on their progress, set specific learning goals, and receive tailored support from teachers.

**Action Step #6**

Data Chats Leading to Individually Assigned Lessons

**Person Monitoring:**

Nicolina Bonilla

**By When/Frequency:**

2/3/25

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

Teachers will hold individual data chats with students about their results from iReady AP2, FAST PM2, Topic Assessments and Mini Assessments. Specific iReady lessons, IXL, Edgenuity, and Read180 lessons will be assigned based on their need. These one-on-one data chats will lead to conversations allowing students to reflect on their progress, set goals, and receive focused support from their teachers. By using blending learning in the classroom, teachers will increase student engagement in the classroom and provide differentiated instruction and remediation.

**Action Step #7**

Analyze Reports and implement Review Sheets

**Person Monitoring:**

Nicolina Bonilla

**By When/Frequency:**

2/3/25

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

Teachers will analyze reports from district approved resources such as Kahoot, Quizziz, IXL, Edgenuity, iReady, Imagine Learning, READ180, SAVVAS, and Desmos to address the specific needs of each student. Math teachers will implement newly released Review Sheets through Performance Matters. By implementing the Review Sheets, teachers will be able to gauge the level of student improvement or the need for additional reteach to help students reach their individualized goals.

**Area of Focus #3**

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



## **Instructional Practice specifically relating to Collaborative Planning**

### **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.

---

According to the F.A.S.T. Data from 2023-2024, 62% of students made learning gains in ELA while 73% made learning gains in Math. Additionally, 63% of our lowest 25 percent of students made learning gains in ELA while 78% of our lowest 25 percent made learning gains in math. Based on the data and the contributed element of data driven decision making, we will implement the targeted Element of Collaborative Planning. As a result of Collaborative Planning, there will be improved instructional quality, increase student engagement, and data-informed decision making.

### **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 Collaborative Planning with a focus on Data driven decision making, by June 5 2025, 63% of the students will make learning gains in ELA while 74% will make learning gains in Math. This will be achieved through collaborative planning sessions where teachers share best practices, analyze data, and work together to make data-informed instructional decisions.

### **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.

---

During walkthroughs and data chat meetings, the administrative team will review data binders to ensure effective implementation of data-driven instruction. After each department meeting, department heads will distribute minutes to their department members and the administrative team, while also filing them in the Department Chairperson's binder for record-keeping. The administrative team will thoroughly review the meeting minutes. Students will complete data chat forms incorporating data from the 2023-2024 F.A.S.T. PM 3, updating them after each assessment throughout the 2024-2025 school year. The administrative team will also evaluate these forms during data chat sessions to ensure progress is being tracked effectively.

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

Nicolina Bonilla

### **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:**

Within the targeted element of Collaborative Planning, our school will focus on the evidence-based strategy of data driven decision making. It will allow for teachers to analyze student performance data and determine how to drive instruction. During Collaborative planning sessions, teachers will discuss activities and strategies that can be used to remediate and/or enrich students on the assessed standards. Teachers will discuss and develop strategies for differentiating instruction to meet the diverse needs of their students. Teachers will present information gained by attending Professional Developments.

**Rationale:**

The evidence based strategy of data driven decision making during collaborative planning was chosen because it allows for the personalization of learning and the adjustment of teaching methods to address gaps and support student success. Continuous monitoring and assessment ensure that these decisions lead to effective, measurable improvements in both teaching and learning. Though collaborative planning, teachers will be able to share best practices and develop more effective strategies for addressing student needs, improving instruction, and fostering student achievement.

**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**

Pull F.A.S.T. Data

**Person Monitoring:**

Nicolina Bonilla

**By When/Frequency:**

9/27/24

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

Teachers will utilize their portal, Performance Matters, or PowerBi to access the 2023-2024 F.A.S.T. PM 3 data for their students. They will organize and store their data reports in the Data Binder provided during the Opening of School meeting. During walkthroughs and data chat meetings, the administrative team will review and assess the contents of these data binders to ensure effective use of data-driven instruction.

**Action Step #2**

Collaborative Planning Sessions

**Person Monitoring:**

Nicolina Bonilla

**By When/Frequency:**

9/27/24

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

On the second and fourth Thursday of every month dedicated tie is set aside for teachers to analyze their data and collaboratively plan lessons based on data analysis. Teachers should use this time to

share strategies, identify interventions for struggling students, and align instruction with the needs revealed by data. Following each meeting, department heads will distribute the meeting minutes to their department members and the administrative team. The minutes will also be organized and filed in the Department Chairperson's binder for record-keeping and future reference.

### **Action Step #3**

Student Involvement in Data Analysis

**Person Monitoring:**

Nicolina Bonilla

**By When/Frequency:**

9/27/24

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

Student ownership of their data will be encouraged by actively involving them in data review and goal-setting. Teachers will conduct individualized data chats with students to help them understand their progress and set meaningful, achievable goals for improvement. Students will complete data chat forms, incorporating data from the 2023-2024 F.A.S.T. PM3, and will regularly update these forms after each assessment throughout the 2024-2025 school year.

### **Action Step #4**

Data Analysis to assign specific lessons to meet individual needs of learners

**Person Monitoring:**

Nicolina Bonilla

**By When/Frequency:**

1/17/25

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

During Collaborative planning time, teachers will analyze data from the FAST PM1, iReady AP1 exam, mini assessments, topic assessments etc. Teachers will assign specific iReady, Edgenuity, IXL, etc. lessons for students in order to meet their needs based on their data. These assigned lessons will be reflected on students' individual completion reports.

### **Action Step #5**

Purpose of Biweekly Department Meetings

**Person Monitoring:**

Nicolina Bonilla

**By When/Frequency:**

1/17/25

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

Teachers will meet biweekly to collaboratively discuss the B.E.S.T. standards, instructional strategies, and best practices to enhance instruction. Those who have attended professional development sessions will share key insights with their colleagues. Weekly lessons will be data-driven, informed by district and state assessment results, ensuring instruction is tailored to student needs. By meeting regularly, teachers will design more rigorous lessons that address the diverse learning needs of all students.

### **Action Step #6**

Organize Data in Data Binders

**Person Monitoring:**

Nicolina Bonilla

**By When/Frequency:**

2/3/25

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

During Collaborative Planning Sessions, teachers will utilize their portal, Performance Matters, or

Power BI to access and analyze student data for the 2024-2025 academic year. Depending on their subject area, they will retrieve data from various sources, including F.A.S.T. PM1 and PM2, Edgenuity, iReady AP1 and AP2, Topic Assessments, Mini Assessments, IXL, and SAVVAS. This data will be systematically recorded in their data binders to facilitate comparative analysis of student progress. By organizing and evaluating this information, teachers will identify areas where students would benefit from enrichment activities, as well as areas requiring targeted remediation and/or reteaching to enhance learning outcomes.

### **Action Step #7**

Share Best Practices and Align Lessons with Standards

#### **Person Monitoring:**

Nicolina Bonilla

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

2/3/25

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

Teachers will continue to engage in Collaborative Planning sessions twice a month. Department Chairpersons will foster a supportive environment that encourages the sharing of best practices and the alignment of lessons with academic standards. Additionally, teachers who attend professional development sessions will disseminate key insights and strategies to their department colleagues. During these sessions, teachers will review student data and pacing guides to ensure whole-class instruction and differentiated instruction (DI) are tailored to student needs. This dedicated time will be used to analyze trends in student progress, identify misconceptions, and address areas of ongoing concern to enhance instructional effectiveness.

### **Area of Focus #4**

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

#### **specifically relating to**

#### **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.

No Answer Entered

#### **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.

No Answer Entered

#### **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.

No Answer Entered

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

#### **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:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**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**

**Person Monitoring:**

**By When/Frequency:**

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

## **IV. Positive Culture and Environment**

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

Student Attendance

#### **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.

Daily student attendance is critical if students are to succeed across the curriculum. During the 2023-2024 school year, the percentage of students with attendance below 90% was eight percent, based on the Power Bi attendance data.

#### **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.

By monitoring student attendance, providing counseling, establishing connections with families of students that reach five absences in the first quarter, and continuing to track absences in subsequent quarters, we anticipate a reduction of at least three percentage points in the number of students with attendance rates below 90%.

**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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Teachers will record attendance in the gradebook at the start of each class period and promptly inform the attendance clerk of any discrepancies. Each day, counselors will review the Attendance Bulletin to identify students with five or more unexcused absences. These students will be listed in the monthly attendance reports, which are submitted by the end of each month. Counselors will then hold attendance meetings with the parents and students who have accumulated five or more unexcused absences, documenting the Attendance Intervention strategies used in their Counselor's log.

**Person responsible for monitoring outcome**

Kerra Perez

**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:**

Daily attendance directly impacts student achievement. About 8% of students had attendance below 90% for the 2023-2024 school year. Excessive absences can lead to academic struggles, grade retention, and behavioral issues due to disengagement from school upon return. Having strategic attendance initiatives in place in order to address attendance issues early is crucial to supporting student success and preventing further challenges.

**Rationale:**

With attendance Initiatives being in place, including thorough daily attendance monitoring, we will be able to identify students who may be struggling with engagement or facing personal issues, allowing for timely intervention and support. Additionally, consistent attendance is linked to better academic performance and long-term success, making it essential for ensuring that all students have equal opportunities to succeed.

**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**

Daily Attendance

**Person Monitoring:**

Nicolina Bonilla

**By When/Frequency:**

9/27/24

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

Teachers will record attendance in the gradebook at the beginning of each class period, promptly

notifying the attendance clerk of any discrepancies.

**Action Step #2**

Bulletin Monitoring

**Person Monitoring:**

Kerra Perez

**By When/Frequency:**

9/27/24

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

Daily, the counselors will review the Attendance Bulletin to identify students with 5 or more unexcused absences. These students' names will be included in the monthly attendance reports submitted by month-end.

**Action Step #3**

Attendance Meetings

**Person Monitoring:**

Kerra Perez

**By When/Frequency:**

9/27/24

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

The counselors will conduct attendance meetings with parents and students who have accrued 5 or more unexcused absences. They will document the Attendance Intervention strategies utilized in their Counselor's log.

**Action Step #4**

Parent/Student Conferences with Counselors

**Person Monitoring:**

Kerra Perez

**By When/Frequency:**

1/17/25

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

The counselors will continue to review the attendance bulletin on a daily basis to identify any student who is accumulating an excessive number of absences. The counselors will hold parent and student conferences to discuss attendance intervention strategies, such as signing the School Attendance Agreement form.

**Action Step #5**

Attendance Incentives

**Person Monitoring:**

Kerra Perez

**By When/Frequency:**

1/17/25

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

Incentive Celebrations will take place to recognize and increase student motivation to come to school daily. Those students who achieve perfect attendance, will be rewarded by attending a Perfect Attendance Celebration. Students in all grade levels will have the chance to participate in such activities.

**Action Step #6**

Parent Conferences regarding Attendance

**Person Monitoring:**

Kerra Perez

**By When/Frequency:**

2/3/25



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

Parent conferences will continue to be scheduled for those students who have accumulated excessive absences in order to encourage those students to attend school on a daily basis and provide any additional support, as needed.

**Action Step #7**

Truancy Intervention Program and Support

**Person Monitoring:**

Kerra Perez

**By When/Frequency:**

2/3/25

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

The counselors will continue to complete the Truancy Intervention Program Agreements for any student who has accumulated 15 or more unexcused absences in a 90 day period. Moreover, they will submit referrals to the on-site school social worker for additional resources and support.

**Area of Focus #2**

Other

**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.

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According to the student feedback from the 2023-2024 School Climate Survey, 47% of students believe their school values their social and emotional well-being. Therefore, we will introduce the Targeted Element of Social Emotional Learning. Reviewing this data highlights the importance of fostering connections and celebrating achievements to create an engaging learning environment and promote a positive emotional outlook. By nurturing positive mindsets and fostering social-emotional connections among students and school community members, we aim to enhance interpersonal relationships and overall satisfaction.

**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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Upon successful implementation of the Targeted Element of Social Emotional Learning (SEL) initiatives, we anticipate a 3% rise in students feeling their teachers prioritize their social and emotional well-being, as indicated in the 2024-2025 School Climate Survey by June 5, 2025. These initiatives will involve integrating weekly Restorative Justice Practices (RJP) activities in all homerooms and incorporating "making connections" presentations during faculty meetings to underscore the significance of cultivating positive relationships with all 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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The Leadership Team will oversee the implementation of SEL activities aimed at enhancing students' well-being and emotional support. Team Leaders, Counselors, and Department Chairs will identify students who have achieved goals worthy of celebration. Teachers will apply strategies learned from professional development sessions and RJP activities to foster an emotionally supportive classroom atmosphere. Additionally, the administrative team will personally recognize students through a treasure box reward system.

**Person responsible for monitoring outcome**

Kerra Perez

**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:**

As part of our Social Emotional Learning (SEL) initiatives, our school will emphasize the evidence-based approach of Celebrating Successes. Restorative Justice Practices (RJP) Check-in activities, Weekly and Quarterly Rewards, and Values Matter programs will facilitate relationship-building, foster a supportive learning environment, and promote nurturing connections among all stakeholders. The Leadership Team will oversee the faithful implementation of these initiatives by ensuring students are nominated for success celebrations and Values Matter Awards, and that teachers are actively participating in RJP Activities.

**Rationale:**

Restorative Justice Practices Check-ins, Celebrating Successes, and Values Matter Initiatives will foster nurturing relationships among students. These initiatives aim to offer emotional support and recognition, promoting a positive school environment.

**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**

Student Rewards

**Person Monitoring:**

Nicolina Bonilla

**By When/Frequency:**

October 2024

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

Students will receive rewards for their individual and/or group achievements during quarterly celebrations organized by the administrative team and the school's PTSA. These celebrations will

include free treat stations and opportunities to engage in outdoor games with peers and faculty members.

**Action Step #2**

Student of the Month

**Person Monitoring:**

Nicolina Bonilla

**By When/Frequency:**

October 2024

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

Teachers will nominate students for their exceptional citizenship efforts and strong interpersonal skills, who will then receive the "Student of the Month" medals and treats sponsored by the school's Dade Partners. These recognitions will be presented by the administrative team during CCTV broadcasts and highlighted through social media posts.

**Action Step #3**

Grade-Level Celebrations

**Person Monitoring:**

Nicolina Bonilla

**By When/Frequency:**

October 2024

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

Teachers will nominate students who demonstrate outstanding citizenship and strong interpersonal skills to receive the "Student of the Month" medals and treats sponsored by the school's Dade Partners. The administrative team will present these awards during CCTV broadcasts and showcase them through social media posts.

## V. Title I Requirements (optional)

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### 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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Parents are informed about the School Improvement Plan during the Annual Title I parent meeting, where they are also encouraged to attend EESAC meetings to offer input when needed. The School Improvement Plan is included on the agenda and shared with all stakeholders during Faculty Meetings and each EESAC Meeting. Additionally, the plan is accessible for review on our school website ([hammocksmiddleschool.net/title-i/](http://hammocksmiddleschool.net/title-i/)) and a copy is available in our Parent Resource Center.

#### 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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Hammocks Middle School is committed to building strong relationships with parents, families, and the community to support our mission. We ensure open communication through emails, social media, and meetings, keeping parents informed about curriculum updates and school events. By partnering with local organizations, we provide students with valuable real-world experiences. Our focus on inclusivity is reflected in our multicultural events, and we actively seek feedback through surveys to guide continuous improvement. We celebrate student achievements with showcases and encourage parent involvement through volunteer opportunities. Technology is used to keep parents updated on student progress, and our dedication to fostering relationships plays a key role in the academic, social, and emotional success of our students. The School's Family Engagement plan is available on our website, [hammocksmiddleschool.net/title-i/](http://hammocksmiddleschool.net/title-i/).

**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))

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The school is actively enhancing its academic program to offer a more enriched and accelerated curriculum. This approach includes High School Level courses, specialized tracks for advanced students, and the integration of project-based learning to promote critical thinking and problem-solving. Teachers are also participating in professional development to adopt modern teaching strategies and incorporate technology into their classrooms. Collaborative learning environments, guest speakers, and field trips are being used to make learning more interactive and relevant. With a focus on personalized learning plans, ongoing assessments, and strong involvement from parents and the community, the school is dedicated to providing a well-rounded education that prepares students for both academic success and real-world challenges.

**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 development of this integrated plan relies on close collaboration and coordination among federal, state, and local services, resources, and programs. By aligning with initiatives such as ESSA, violence prevention, nutrition programs, housing support, and career and technical education programs, a comprehensive approach is established. This partnership ensures that education, safety, nutrition, housing stability, and career pathways are interconnected, forming a holistic strategy to address the diverse needs of individuals and communities. Through ongoing communication, data sharing, and community engagement, the plan maximizes the impact of these combined efforts, fostering a more resilient and thriving society.

## **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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The school takes a comprehensive approach to student development by offering a variety of non-academic support services. Our school counselors, in collaboration with our mental health counselor, ensure that students' emotional and psychological needs are met. Tailored education plans provide specialized support for students with unique requirements, while mentoring programs help build positive relationships and life skills. Community partnerships and parental involvement further enhance students' experiences, equipping them with essential skills beyond academics and fostering their growth into well-rounded individuals prepared to overcome challenges and succeed in multiple areas of life.

#### **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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Hammocks Middle places a strong emphasis on postsecondary readiness and workforce awareness through a variety of initiatives, including partnerships with Apple, FIU Law, and access to high school credit courses. We work with professionals and organizations to facilitate career exploration, offer practical skill development through our VIL Lab, and collaborate with various Magnet High Schools. These efforts help students make informed career decisions, gain real-world skills, and experience early college exposure, ensuring they are well-prepared for the future job market.

#### **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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The school utilizes a comprehensive tiered model to prevent and address problem behavior, offering varying levels of support to students. Tier 1 focuses on universal strategies, such as positive behavior interventions and schoolwide expectations, implemented for all students. At Tier 2, targeted interventions, like intensive reading, are provided to students exhibiting at-risk behaviors through

small group sessions and personalized support plans. Tier 3 offers intensive, individualized interventions for students facing significant behavioral challenges. This framework aligns with the Individuals with Disabilities Education Act (IDEA) by ensuring interventions are consistent with a student's Individualized Education Program (IEP) and by coordinating with special education services to deliver appropriate accommodations and support. The integration of this tiered model with IDEA services fosters a holistic approach to early intervention, promoting both positive behavior and academic success while addressing the specific needs of students with disabilities.

### **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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Professional development and activities focused on enhancing instruction and utilizing academic assessment data are crucial for educational improvement, as are efforts to recruit and retain effective teachers, particularly in high-need subjects. For teachers, this includes participating in subject-specific workshops, integrating technology, and engaging in collaborative planning to enhance their teaching practices. Emphasis is placed on data-driven decision-making through professional development in data analysis, formative assessment techniques, and regular data review meetings. To attract and retain effective teachers, strategies such as assigning mentors, fostering supportive school cultures, and creating a positive work environment are employed. These comprehensive efforts collectively improve educational quality and address challenges in high-need subject areas.

### **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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As a secondary school we do not have any preschool children.

## **VI. ATSI, TSI and CSI Resource Review**

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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

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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