HAMMOCKS MIDDLE SCHOOL

2025-26 Schoolwide Improvement Plan

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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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

mcorrea@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

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

nbonilla@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

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
Magnet Lead and Media Specialist

Job Duties and Responsibilities

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

337659@dadeschools.net

Position Title
Science Department Chairperson

Job Duties and Responsibilities

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
Saybel Suarez

saleman2@dadeschools.net

Position Title
Mathematics Teacher

Job Duties and Responsibilities

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

brogdonj@dadeschools.net

Position Title
Social Studies Department Chairperson

Job Duties and Responsibilities

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

crodriguez22@dadeschools.net

Position Title
ELA Department Chairperson

Job Duties and Responsibilities

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

perezk11@dadeschools.net

Position Title
Student Services Department Chairperson

Job Duties and Responsibilities

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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**79.8%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: A** **2022-23: B** **2021-22: B** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							138	166	152	456
Absent 10% or more school days							13	14	11	38
One or more suspensions							0	4	9	13
Course failure in English Language Arts (ELA)							5	0	2	7
Course failure in Math							19	2	6	27
Level 1 on statewide ELA assessment							30	32	43	105
Level 1 on statewide Math assessment							34	19	29	82
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 2025-26

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							46	41	53	140

Current Year 2025-26

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	0	0	0	0	0	0	2	0	0	2
Students retained two or more times	0	0	0	0	0	0	3	0	1	4

Prior Year (2024-25) 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	12	12	34
One or more suspensions								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

Prior Year (2024-25) 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							32	27	32	91

Prior Year (2024-25) 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							1			1
Students retained two or more times							2	1		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

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	64	58	63	61	53	59	56	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	60	63	59	62	60	56			
ELA Lowest 25th Percentile	52	55	52	63	51	50			
Math Achievement*	54	67	63	65	64	60	54	60	56
Math Lowest 25th Percentile	51	60	57	78	62	60			
Math Learning Gains	49	64	62	73	63	62			
Science Achievement	55	59	54	58	56	51	52	55	49
Social Studies Achievement*	75	77	73	85	75	70	90	72	68
Graduation Rate									
Middle School Acceleration	83	78	77	81	73	74	82	74	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	74	62	53	65	58	49	59	50	40

*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 (FPPI) 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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	612
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	69%	69%	59%	46%		62%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	52%	No		
English Language Learners	57%	No		
Hispanic Students	61%	No		
White Students	62%	No		
Economically Disadvantaged Students	60%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	59%		60%	52%	54%	49%	51%	55%	75%	83%			74%
Students With Disabilities	41%		51%	50%	38%	55%	53%	34%	76%	67%			
English Language Learners	41%		57%	54%	48%	52%	55%	38%	68%	81%			74%
Hispanic Students	58%		59%	52%	54%	49%	50%	54%	78%	82%			73%
White Students	67%		60%		64%	57%							
Economically Disadvantaged Students	57%		58%	57%	51%	50%	55%	48%	73%	80%			70%

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%	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%

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.

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	55%	62%	-7%	60%	-5%
ELA	7	49%	62%	-13%	57%	-8%
ELA	8	53%	60%	-7%	55%	-2%
Math	6	48%	64%	-16%	60%	-12%
Math	7	46%	54%	-8%	50%	-4%
Math	8	32%	60%	-28%	57%	-25%
Science	8	25%	46%	-21%	49%	-24%
Civics		71%	74%	-3%	71%	0%
Biology		88%	74%	14%	71%	17%
Algebra		91%	59%	32%	54%	37%
Geometry		96%	58%	38%	54%	42%

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?

The Middle School acceleration data from 2024 to 2025 reflected a 2-percentage-point increase in the proportion of students scoring proficient on the Biology, Geometry, and Algebra EOCs, rising from 81% in 2024 to 83% in 2025. This improvement can be attributed to the consistent use of topic assessments and midyear assessment data to guide instruction. Teachers regularly analyzed these results and applied the findings to targeted tutoring and small-group sessions, ensuring that instruction addressed specific student needs. In addition, teacher participation in professional development sessions further strengthened instructional practices, contributing to the overall growth in acceleration 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.

The data component that showed the lowest performance was the overall math learning gains, which declined by 24 percentage points from 73% in 2024 to 49% in 2025. Several factors contributed to this decrease. In October, a surplus of a math teacher led to significant schedule adjustments, resulting in larger class sizes and additional preparations for teachers. These changes disrupted instructional consistency and may have negatively impacted student progress. Additionally, homeroom time was reduced by 15 minutes per day compared to the previous school year, which substantially limited the time students had to complete their iReady lessons. This reduction in structured practice time further hindered learning gains. The trend suggests that disruptions in instructional time and resources directly influenced student performance in math.

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 2024 Math F.A.S.T. Learning Gains data to the 2025 results, there was a decline of 24 percentage points in overall math learning gains and 27 percentage points in the learning gains of the lowest 25 percent of students. In 2025, 49% of students made learning gains in math, down from 73% in 2024. Similarly, only 51% of the lowest 25 percent of students made learning gains,

compared to 78% in 2024. This decline may be attributed to a surplus of a math teacher in October, which significantly altered schedules, increased class sizes, and added teaching preparations. Furthermore, homeroom time during the 2024–2025 school year was reduced by 15 minutes per day compared to the previous year, limiting the time students had to complete iReady lessons and practice essential skills.

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.

When compared to the state average, our 8th grade Math students demonstrated the largest achievement gap. In 2025, 32% of our 8th graders scored proficient on the Math FAST exam, while 57% of students statewide reached proficiency. Similarly, 7th grade Reading reflected the greatest gap, with 49% of our students scoring proficient compared to 57% of 7th grade students across the state.

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 remain our primary areas of concern, as they directly impact academic success and student engagement. Regular attendance ensures that students participate in essential lessons and activities, minimizing learning gaps and fostering overall achievement.

Highest Priorities

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

1. Increasing our Learning Gains Percentages
2. Increasing Proficiency Rates
3. Improving Student Attendance
4. Closing the gap in students 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 Differentiation

Area of Focus Description and Rationale

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.

Based on the data analysis, our Grades 6–8 students showed a decrease in math proficiency on the FAST exam, dropping from 65% in 2024 to 54% in 2025. Identified contributing factors include larger class sizes due to the surplus of a math teacher, and students' use of AI to complete assignments, which made it difficult to accurately assess their areas of need. In response, we will implement differentiated instruction to target individual student needs, strengthen understanding of key math concepts, and provide targeted support to improve proficiency.

Measurable Outcome

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.

Through the implementation of differentiation, we aim to achieve a 3-percentage-point increase in students scoring proficient on the 2026 PM3 Math FAST assessment, raising proficiency from 54% to 57%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The implementation and impact of differentiation will be closely monitored through multiple strategies. Administrators will conduct regular walkthroughs to observe differentiated instruction in classrooms and provide feedback. Data chat meetings will be held periodically to review student performance on assessments, identify trends, and adjust instructional strategies as needed. Additionally, lesson plans showcasing differentiation will be submitted and filed in the lesson plan binder for review, ensuring that differentiation is intentionally planned and consistently implemented.

Person responsible for monitoring outcome

Nicolina Bonilla

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Within the targeted element of differentiation, our school will focus on the evidence-based strategy of flexible and strategic grouping. This approach allows teachers to analyze student performance data and design lessons that address individual learning needs—whether to close gaps or provide enrichment for advanced learners. Students will be grouped based on their skill levels, ensuring targeted and meaningful instruction. These differentiated lessons will be clearly reflected in teachers' lesson plans, which will be systematically organized and maintained in the lesson plan binder. Additionally, the data used to inform groupings and instructional planning will be documented and stored in each teacher's data binder, ensuring transparency, accountability, and the ability to track student progress over time.

Rationale:

Flexible and strategic grouping is an evidence-based instructional strategy that allows teachers to tailor instruction to the diverse learning needs of students. By grouping students according to their skill levels, teachers can provide targeted support to close learning gaps while simultaneously offering enrichment opportunities for advanced learners. This strategy promotes higher student engagement, ensures that instruction is responsive to individual strengths and challenges, and maximizes learning outcomes for all students. Given the decrease in math proficiency on the FAST assessments and the wide range of student needs in our classrooms, implementing flexible and strategic grouping will enable our teachers to deliver differentiated instruction more effectively, ultimately improving student achievement and closing performance gaps.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Analyzing FAST Math PM1 Data to form groups

Person Monitoring:	**By When/Frequency:**
Nicolina Bonilla	September 26, 2025

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

After the FAST Math PM1 assessment, teachers will analyze the data to form flexible groups based on students' skill levels. Administration will monitor implementation through classroom walkthroughs, reviewing groupings in action, and checking teachers' data binders to ensure groups are aligned with student needs.

Action Step #2

Identify the Learning Gaps

Person Monitoring:	**By When/Frequency:**
Nicolina Bonilla	September 26, 2025

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

Teachers will examine student performance to identify specific learning gaps for individual students or flexible groups. The school will monitor impact through data chat meetings and by reviewing documentation in teachers' data binders to ensure targeted areas are clearly identified and addressed.

Action Step #3
Creating Lessons Based on Learning Gaps

Person Monitoring:	**By When/Frequency:**
Nicolina Bonilla	September 26, 2025

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

Teachers will develop differentiated lessons that address the identified learning gaps for each student or group. Administration will monitor this action through lesson plan reviews, walkthroughs, and student performance tracking to ensure instruction is aligned with identified needs and supports improved academic outcomes.

Area of Focus #2

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

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 F.A.S.T. Data from 2024-2025, ELA F.A.S.T. learning gains decreased from 62% in 2024 to 60% in 2025. In Math, learning gains decreased from 73% in 2024 to 49% in 2025. In Civics, the percent of student who scored proficient decreased from 85% to 79%, and in Science we decreased from 58% to 55%. 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

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 Collaborative Planning with a focus on Data driven decision making, by June 4, 2026, 62% of the students will make learning gains in ELA while 60% will make learning gains in Math. Civics will increase to 82% proficiency and Science will

increase to 58% proficiency. 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

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The administrative team will closely monitor the area of collaborative planning and data-driven decision making through consistent walkthroughs, data chat meetings, and systematic review of documentation. During walkthroughs and data chats, administrators will review teacher data binders to ensure that instructional decisions are being guided by student performance data and that next steps are clearly identified. Following each department meeting, department chairpersons will submit detailed minutes to both their department members and the administrative staff, while also maintaining a record in the Department Chairperson's binder for accountability and future reference. The administrative team will review these minutes to verify that collaborative planning is aligned to schoolwide goals and instructional priorities. In addition, students will actively engage in data-driven reflection by completing data chat forms using results from the 2024–2025 F.A.S.T. PM3, with updates made after each subsequent assessment during the 2025–2026 school year. These forms will be regularly reviewed by the administrative team during data chats to confirm that progress monitoring is ongoing, meaningful, and connected to targeted instructional practices. This layered system of oversight ensures fidelity of implementation, promotes transparency, and strengthens the use of data to drive continuous student growth.

Person responsible for monitoring outcome
Nicolina Bonilla

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Within the targeted element of Collaborative Planning, our school will emphasize the evidence-based strategy of data-driven decision making to guide instruction. Through this process, teachers will analyze student performance data to identify strengths, areas for growth, and instructional priorities. During collaborative planning sessions, teachers will engage in meaningful discussions to design activities and strategies that remediate gaps or enrich learning on assessed standards. They will also develop approaches for differentiating instruction to address the diverse needs of all learners. Additionally, teachers will share key takeaways from professional development sessions, ensuring new knowledge and best practices are integrated into instructional planning.

Rationale:
The evidence-based strategy of data-driven decision making during collaborative planning was

selected because it supports the personalization of learning and allows teachers to adjust instruction to address gaps and promote student success. Ongoing monitoring and assessment will ensure these decisions result in effective, measurable improvements in both teaching and learning. Through collaborative planning, teachers will share best practices and develop stronger strategies to meet student needs, enhance instruction, and foster greater 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Pull F.A.S.T. Data

Person Monitoring:	**By When/Frequency:**
Nicolina Bonilla	September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use the portal, Performance Matters, or PowerBi to access their students' 2024–2025 F.A.S.T. PM3 data. These reports will be organized and stored in the Data Binder provided at the Opening of School meeting. During walkthroughs and data chats, the administrative team will review the binders to monitor and support the effective implementation of data-driven instruction. During collaborative planning sessions/department meeting the data will be reviewed. Minutes from collaborative planning sessions/department meetings will be reviewed by the administrative team.

Action Step #2
Student Data Ownership

Person Monitoring:	**By When/Frequency:**
Nicolina Bonilla	September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will take ownership of their learning by actively participating in data reviews and goal setting. During collaborative planning sessions, teachers will create and review student data chat forms. Through individualized data chats, teachers will guide students in understanding their progress and setting meaningful, achievable goals for improvement. Students will complete data chat forms using their 2024–2025 F.A.S.T. PM3 results and will regularly update these forms after each assessment during the 2025–2026 school year. Teachers will include data chats in their lesson plans. During data chats with the administrative team, teachers will share the completed data chat forms. Additionally, data chat forms will be filed in each teacher's data binder.

Action Step #3
Collaborative Data-Driven Planning

Person Monitoring:	**By When/Frequency:**
Nicolina Bonilla	September 26, 2025

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 each month, dedicated time will be reserved for teachers to collaboratively analyze data and plan lessons. During these sessions, teachers will share effective strategies, identify interventions for struggling students, and align instruction with student needs revealed through data. Teachers will also review assessment data and test items to determine appropriate bell ringers. Following each meeting, department heads will distribute minutes to their teams and the administrative staff. Minutes will be filed in the Department Chairperson's binder for record-keeping and future reference.

Area of Focus #3

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

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 2025 Reading F.A.S.T. exam, 60% of students demonstrated learning gains, while 49% showed gains on the Math F.A.S.T. exam. To further improve these results, teachers will integrate blended learning strategies, combining traditional instruction with online components that engage students in diverse, personalized ways. This approach fosters deeper understanding, increases student engagement, and provides teachers with real-time data to address learning gaps more effectively. Through consistent implementation, proficiency rates are expected to rise, with Reading learning gains increasing from 60% to 62% and Math learning gains improving from 49% to 60%.

Measurable Outcome

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 June 5, 2025, targeted efforts to enhance student engagement through purposeful technology integration will raise learning gains in Reading from 60% to 63% and in Math from 49% to 52%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Parents and students will be informed about the required agreement forms and iPad insurance through social media, school messenger, announcements, and Open House. Once paperwork is submitted and insurance secured, students will receive their iPads, providing essential tools to support learning and increase classroom engagement. Teachers will then review district Pacing Guides and student data—including topic and mini assessments, F.A.S.T. results, and other sources, to tailor instruction. By leveraging approved resources such as Kahoot, Quizizz, IXL, Gizmos, iReady,

and Discovery Education, teachers will deepen students' understanding of standards. Weekly reports from iReady, Imagine Learning, READ180, SAVVAS, and Gizmo will be analyzed to address individual learning needs and adjust lessons to support all students effectively.

Person responsible for monitoring outcome
Nicolina Bonilla

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Technology Integration enables students to learn at their own pace while accessing a wide range of resources beyond the physical classroom. It increases engagement through interactive digital content, supports diverse learning styles, and builds essential digital literacy skills. Additionally, technology optimizes classroom time by allowing in-person instruction to focus on collaboration and deeper discussions, making learning more personalized and effective. Implementation will be monitored through administrative walkthroughs and a review of teachers' lesson plans.

Rationale:
The integration of technology will allow teachers to differentiate instruction more effectively and closely monitor student progress, keeping learners engaged and on task. During the 35 minute homeroom period each day, students will complete iReady Reading and Math lessons. Teachers will regularly review data from iReady and Gizmos to guide instruction, track progress, and identify areas where students need additional support. This data-driven approach enables timely interventions and promotes 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Leveraging Technology for Learning

Person Monitoring:	By When/Frequency:
Nicolina Bonilla	September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After analyzing district Pacing Guides alongside a variety of data sources, including topic and mini assessment scores as well as F.A.S.T. data, teachers will strategically incorporate approved instructional technology tools, such as Kahoot, Quizziz, IXL, Gizmos, iReady, and Discovery Education, to deepen student understanding of the standards. These resources will be intentionally

integrated into teachers' lesson plans to ensure aligned and effective instruction. Lesson plans will be reviewed by the administrative team during walkthroughs.

Action Step #2
Utilizing Technology Data to Inform Instruction

Person Monitoring:	**By When/Frequency:**
Nicolina Bonilla	September 26, 2025

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

Teachers will analyze weekly reports from iReady, Imagine Learning, READ180, SAVVAS, and Gizmos to identify individual student needs. This data-driven approach allows teachers to adjust, reinforce, and enrich weekly lessons, ensuring all learners receive targeted support. Reports will be printed and systematically organized in each teacher's Data Binder for ongoing reference and instructional planning. During walkthroughs the administrative team will review the teacher's data binders. Additionally, during data chats the binders with the reports will be reviewed and discussed.

Action Step #3
iPad Distribution and Student Preparation

Person Monitoring:	**By When/Frequency:**
Jaqueline Blanco	September 26, 2025

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

Students will be notified about the required agreement forms and insurance for iPad checkout through social media, School Messenger, announcements, and during Open House. Once the necessary paperwork is submitted and insurance is secured, students will receive their iPads. Equipping each student with an iPad provides essential tools for academic success and enhances engagement in the classroom. The list of students that have submitted their insurance/agreement documents will be reviewed and compared against the students that have received their iPads in order to ensure that all students who have completed the necessary steps receive their iPad.

IV. Positive Learning Environment

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.

Based on the 2025-2026 Data Maps, 50% of our students last school year had eleven or more absences. Contributing factors included a particularly strong flu season, students experiencing significant anxiety, and concerns related to the current climate. In response, we will closely monitor student attendance and implement initiatives designed to encourage daily school participation.

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 the end of the 2025-2026 school year, the number of students with 11 or more absences will decrease by three percentage points, to 47%.

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.

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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Daily attendance directly impacts student achievement. For the 2024-2025 school year, 50% of our students had eleven or more absences. 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 in place, including consistent daily monitoring, we can quickly identify students who may be struggling with engagement or experiencing personal challenges, allowing for timely support and intervention. Regular attendance is also closely tied to stronger academic performance and long-term success, making it a critical factor in ensuring that all students have equal opportunities to achieve 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Class Period Attendance Recording

Person Monitoring:	**By When/Frequency:**
Kerra Perez	September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will take attendance in the gradebook at the start of each class and immediately report any discrepancies to the attendance clerk. The attendance clerk will verify that each teacher has submitted their attendance at the start of each period. Any teacher that does not submit it will be contacted to do so.

Action Step #2
Daily Bulletin Review

Person Monitoring:	**By When/Frequency:**
Kerr Perez	September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Each day, counselors will review the Attendance Bulletin to identify students with five or more unexcused absences. These students will be included in the monthly attendance report submitted at the end of each month.

Action Step #3
Parent Attendance Meetings

Person Monitoring:	**By When/Frequency:**
Kerra Perez	September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Counselors will hold attendance meetings with students and parents once a student has accumulated five or more unexcused absences. All Attendance Intervention strategies implemented will be documented in the counselor's log.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Parents are introduced to the School Improvement Plan during the Annual Title I Parent Meeting, where they are also encouraged to attend EESAC meetings to provide input when necessary. The School Improvement Plan is reviewed and discussed with all stakeholders during Faculty Meetings and each EESAC Meeting. For easy access, the plan is also posted on our school website at hammocksmiddleschool.net/title-i/ and a hard 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Hammocks Middle School is dedicated to fostering strong partnerships with parents, families, and the community in support of our mission. We prioritize open communication through emails, social media, and meetings to keep families informed about curriculum updates, school events, and opportunities for involvement. Our Family Engagement Plan is available on our website at 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school is continuously strengthening its academic program to provide students with a more enriched and accelerated curriculum. This includes offering high school–level courses and specialized tracks for advanced learners. Teachers are engaged in ongoing professional development to implement modern instructional strategies and integrate technology effectively into their classrooms. To make learning more engaging and meaningful, the school incorporates collaborative learning experiences, guest speakers, and educational field trips. With a strong emphasis on personalized learning plans, ongoing assessments, and active parent and community involvement, the school remains committed to delivering a well-rounded education that equips 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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The development of this integrated plan is built on strong collaboration and coordination across 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, the plan creates a comprehensive approach that connects education, safety, nutrition, housing stability, and career pathways. This holistic strategy is designed to address the diverse needs of both individuals and communities. Through consistent communication, data sharing, and active community engagement, the plan strengthens the impact of these efforts, fostering resilience and supporting long-term success.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Hammocks Middle School provides a wide range of counseling, mental health, and specialized support services to ensure students develop skills beyond academics. School counselors offer individual and group sessions focused on academic planning, social-emotional development, and career readiness, while district mental health professionals and licensed clinicians provide targeted interventions to support students' well-being. Specialized services are available through our ESE department, school psychologist, and social worker, who collaborate with teachers and families to address individual needs. Mentoring opportunities are promoted through peer and teacher-student relationships, giving students access to positive role models. Additionally, the school emphasizes life skills, conflict resolution, leadership development, and character education through restorative practices and extracurricular activities, helping students build the social, emotional, and interpersonal skills necessary for long-term success.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Hammocks Middle School prepares students for postsecondary opportunities and future careers by providing early exposure to college and workforce pathways. As part of Miami-Dade County Public Schools, students have access to acceleration programs, including high school–level courses in subjects such as Algebra, Geometry, and Biology, which allow them to earn credits toward graduation while still in middle school. The school also promotes awareness of career and technical education (CTE) opportunities through guest speakers, career exploration activities, and collaboration with district initiatives that highlight high-demand industries and workforce skills. Counselors work with students and families to introduce postsecondary options, including vocational programs, magnet academies, and advanced academic tracks available in high school. Through curriculum integration, mentoring, and parent engagement, Hammocks Middle School ensures students build a strong foundation of academic, technical, and life skills that prepare them for success in high school, college,

and the workforce.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Through the Multi-Tiered System of Supports (MTSS), Hammocks Middle School implements a schoolwide, tiered model of support to prevent and address problem behaviors while providing early intervening services aligned with the Individuals with Disabilities Education Act (IDEA). For students requiring additional support, Tier 2 interventions include small group counseling, behavior contracts, and targeted social-emotional skill development facilitated by counselors, teachers, and support staff. Tier 3 services provide individualized interventions coordinated by the school's Response to Intervention (RtI) team in collaboration with Exceptional Student Education (ESE) staff, school psychologists, and mental health professionals. Early intervening services, such as academic and behavioral progress monitoring, restorative practices, and parent conferences, ensure that students receive timely support to address challenges before they escalate. This comprehensive model fosters a positive school climate, promotes equity, and ensures that students with and without disabilities have access to the resources and supports necessary for success.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional development and targeted activities play a vital role in improving instruction and strengthening the use of academic assessment data, while efforts to recruit and retain highly effective teachers remain a priority. Teachers engage in subject-specific workshops, integrate technology into their lessons, and participate in collaborative planning to refine their instructional practices. A strong focus is placed on data-driven decision-making, supported through training in data analysis, formative assessment strategies, and regular data review meetings. To attract and retain effective educators, the school implements strategies such as mentorship programs, cultivating a supportive school culture, and fostering a positive work environment. Together, these initiatives enhance instructional quality and help address challenges in high-demand 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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