Miami-Dade County Public Schools

HAMMOCKS MIDDLE SCHOOL

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 7

D. Early Warning Systems 8

II. Needs Assessment/Data Review 11

A. ESSA School, District, State Comparison 12

B. ESSA School-Level Data Review 13

C. ESSA Subgroup Data Review 14

D. Accountability Components by Subgroup 15

E. Grade Level Data Review 18

III. Planning for Improvement 19

IV. Positive Learning Environment 34

V. Title I Requirements (optional) 38

VI. ATSI, TSI and CSI Resource Review 41

VII. Budget to Support Areas of Focus 42

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

jblanco@dadeschools.net

Position Title
Magnet Lead 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
Saybel Baez

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 #5

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 #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/Reading 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 continuously monitored to ensure effective implementation and to evaluate its impact on student achievement, with particular attention given to students experiencing the greatest achievement gaps. Progress toward SIP goals will be regularly reviewed through leadership, department, faculty, parent, and stakeholder meetings. The monitoring process will include the collection and analysis of student achievement data, formative and summative assessment results, progress monitoring, and other relevant indicators of student success. Stakeholder feedback from teachers, administrators, students, parents, and community partners will be incorporated to evaluate the effectiveness of implemented strategies and identify areas requiring adjustment. Based on data trends, progress toward established outcomes, and stakeholder input, the SIP will be revised as needed to address emerging needs and ensure continuous improvement. Ongoing professional development, resources, and support will be provided to staff to strengthen implementation, while consistent communication will promote transparency, accountability, and shared ownership of the school improvement process.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**70.9%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: B** **2023-24: A** **2022-23: B** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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							140	154	154	448
Absent 10% or more school days							24	40	39	103
One or more suspensions							2	9	10	21
Course failure in English Language Arts (ELA)							0	0	0	0
Course failure in Math							0	1	1	2
Level 1 on statewide ELA assessment							10	28	38	76
Level 1 on statewide Math assessment							18	33	16	67
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							47	78	70	195
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 2026-27

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							26	55	57	138

Current Year 2026-27

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
Students retained two or more times							0	2	0	2

Prior Year (2025-26) 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	
School Enrollment							138	166	152	456
Absent 10% or more school days							13	14	11	38
One or more suspensions								4	9	13
Course failure in English Language Arts (ELA)							5		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

Prior Year (2025-26) 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							46	41	53	140

Prior Year (2025-26) 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		1	4

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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	62	67	62	59	64	58	63	61	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	61	64	61	60	63	59	62	60	56
ELA Lowest 25th Percentile	62	56	53	52	55	52	63	51	50
Math Achievement*	63	70	65	54	67	63	65	64	60
Math Learning Gains	60	64	62	49	64	62	73	63	62
Math Lowest 25th Percentile	54	60	57	51	60	57	78	62	60
Science Achievement	54	61	57	55	59	54	58	56	51
Social Studies Achievement*	69	79	77	75	77	73	85	75	70
Graduation Rate									
Middle School Acceleration	81	78	82	83	78	77	81	73	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					62	53		58	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	566
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
63%	61%	69%	69%	59%	46%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	48%	No		
English Language Learners	57%	No		
Asian Students	63%	No		
Black/African American Students	52%	No		
Hispanic Students	63%	No		
White Students	63%	No		
Economically Disadvantaged Students	63%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	62%		61%	62%	63%	60%	54%	54%	69%	81%			
Students With Disabilities	48%		53%	45%	49%	49%	48%	35%	59%				
English Language Learners	49%		61%	61%	54%	60%	54%	37%	55%	78%			
Asian Students	80%		40%		70%	60%							
Black/African American Students	73%		36%		64%	36%							
Hispanic Students	61%		62%	62%	63%	61%	56%	54%	67%	82%			
White Students	55%		55%		82%	60%							
Economically Disadvantaged Students	64%		63%	73%	62%	61%	55%	47%	66%	72%			

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%

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.

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	64%	67%	-3%	62%	2%
ELA	7	60%	67%	-7%	62%	-2%
ELA	8	51%	65%	-14%	60%	-9%
Math	6	58%	67%	-9%	60%	-2%
Math	7	42%	58%	-16%	53%	-11%
Math	8	59%	65%	-6%	61%	-2%
Science	8	30%	49%	-19%	52%	-22%
Civics	7	66%	79%	-13%	77%	-11%
Biology	8	89%	93%	-4%	91%	-2%
Algebra	7	100%	93%	7%	96%	4%
Algebra	8	81%	85%	-4%	84%	-3%
Geometry	8	100%	93%	7%	95%	5%
Civics	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

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 data component that demonstrated the most substantial growth is Math Learning Gains, which surged by 11 percentage points from 49% in 2025 to 60% in 2026, while Math Proficiency improved by 9 percentage points to reach 63%. Key drivers behind these successes included teachers rigorously analyzing daily lesson data to form flexible, needs-based small groups for targeted teacher-led remediation, as well as adjusting instructional pacing during collaborative planning to protect dedicated time for independent student practice. Crucial to this math success was a deliberate, intensive instructional focus on Achievement Level Descriptors (ALDs). Teachers worked diligently to break down various mathematical problems, analyzing and identifying exactly which ALD level each question targeted. By unpacking these descriptors, educators were able to intentionally align and assign higher-level ALD tasks to students who demonstrated readiness, effectively scaffolding instruction to push learners past baseline expectations and into advanced performance categories. Furthermore, the school effectively integrated district-approved digital platforms, such as Kahoot, IXL, and iReady, to enhance student motivation through gamified, adaptive instruction. On a cultural note, student attendance saw an impressive turnaround, with the percentage of students carrying 11 or more absences dropping from 50% down to 41%, comfortably exceeding the school's improvement goals through daily monitoring, counseling, and quarterly attendance incentives.

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 reflecting the lowest overall performance trend for the 2025–2026 school year was Civics EOC proficiency. Student proficiency declined by 6 percentage points, from 75% in 2025 to 69% in 2026. This represents the lowest Civics proficiency rate in the past three years and reflects a continued area of concern. Longitudinal data indicate that the school last experienced a comparable level of performance in 2021, when 68% of students demonstrated proficiency, followed by an increase to 75% in 2022.

Additional areas of concern included Middle School Acceleration and Science. The percentage of students participating in or demonstrating success within the Middle School Acceleration component declined from 83% in 2025 to 81% in 2026. Science performance also remained an area requiring

attention, with proficiency declining from 55% in 2025 to 54% in 2026. Collectively, these trends indicate a need for continued focus on rigorous, standards-aligned instruction, targeted intervention, and consistent progress monitoring in the identified content areas.

Several contributing factors impacted student performance. Although targeted after-school tutoring opportunities were provided, including support for English Learners, student participation and attendance were inconsistent, particularly among students demonstrating the greatest academic needs. Limited parental engagement and inconsistent student attendance further reduced the impact of these intervention opportunities and limited the amount of additional instructional support students received outside of the regular school day.

Additionally, concerns regarding the validity of some assessment and assignment data affected the school's ability to accurately diagnose student learning gaps. The increased use of unauthorized artificial intelligence during assignments and independent digital practice made it difficult to determine whether student performance consistently reflected independent mastery of the standards. In response, teachers transitioned data-driven assignments and topic assessments to supervised computer lab environments rather than relying solely on student iPads, personal laptops, or mobile devices. This adjustment provided greater teacher oversight and increased confidence in the validity of assessment results. However, continued use of AI during unsupervised home assignments and independent digital practice remained a concern, as it sometimes masked foundational skill deficits and made it more difficult to identify students requiring targeted intervention.

Greatest Decline

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

The data component that suffered the greatest decline from the prior year is Social Studies (SS) - % Proficiency, which dropped 5 percentage points, moving from 75% proficiency in 2025 down to 69% in 2026. This drop occurred despite the fact that the teacher was highly proactive, consistently monitoring student performance data immediately after every topic test to track mastery in real-time. Furthermore, throughout the school year, the school’s internal assessment data indicators constantly demonstrated that Hammocks Middle School students were performing above the district average, showcasing strong localized progress.

The unexpected drop in proficiency suggests a widening gap between daily classroom data metrics and the escalated rigor, complex formatting, or advanced reading demands of the actual end-of-year exam. This shift in test difficulty meant that even though students outpaced the district average on standard benchmarks, they were caught off guard by the elevated rigor of the final test questions.

Beyond the gaps in test alignment, several other critical operational factors accelerated this decline. A major barrier to overcoming student deficiencies was low attendance and engagement in intervention programs; while targeted after-school tutoring was explicitly deployed to capture struggling students, it suffered from chronically low student turnout, preventing the students who were farthest behind

from receiving critical interventions. Outside of academics, a sharp sub-group decline was observed in extreme attendance metrics; despite a broader positive attendance trend, severe chronic truancy cases doubled, with the number of formal truancy referrals for students accumulating 15 or more unexcused absences within a 90-day period jumping from 7 up to 15, adding another layer of risk to core content proficiency.

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.

Based on the 2026 accountability data, the data component with the greatest gap when compared to the state average is Social Studies Achievement. Hammocks Middle School earned 69%, compared to 77% statewide, resulting in an 8-percentage-point gap below the state average.

This represents a significant shift in the school's performance trend. In 2024, Hammocks Middle School exceeded the state average by 15 percentage points, with 85% proficiency compared to 70% statewide. In 2025, the school continued to outperform the state, although the advantage narrowed to 2 percentage points (75% compared to 73%). In 2026, however, school performance declined to 69%, while the state increased to 77%, resulting in an 8-percentage-point gap below the state.

Several factors contributed to this decline. Although targeted intervention opportunities, including after-school tutoring, were provided, student attendance and participation were inconsistent, particularly among students who required the greatest level of academic support. Additionally, limited parental engagement among some families made it more difficult to ensure consistent participation in intervention opportunities.

Another contributing factor was the reliability of instructional and assessment data. Concerns regarding the use of unauthorized artificial intelligence on assignments and independent digital practice made it more difficult to accurately identify foundational skill gaps and determine students' true levels of mastery. In response, there was an increase in the use of supervised computer lab environments for data-driven assignments and assessments, allowing for greater monitoring and more reliable assessment results. Moving forward, continued analysis of topic assessment data, targeted reteaching, secure assessment practices, and frequent progress monitoring will be necessary to reverse the downward trend in Social Studies Achievement and close the gap with the state average.

EWS Areas of Concern

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

A review of the Early Warning System (EWS) data identifies two primary areas of concern: student attendance and academic performance. First, 103 of the 448 enrolled students, or approximately 23%, were absent for 10% or more of the school year. The concern is particularly evident among 7th- and 8th-grade students, with 40 of 154 7th-grade students and 39 of 154 8th-grade students meeting this early warning indicator. Chronic absenteeism can significantly reduce students' access to

instruction, intervention, and opportunities to demonstrate learning gains.
A second area of concern is the number of students performing at Level 1 on statewide assessments. The EWS data indicate that 76 students were identified as Level 1 in ELA and 67 students were identified as Level 1 in Mathematics. This represents approximately 17% of the school's enrollment in ELA and 15% in Mathematics. The concentration of Level 1 students is particularly notable in 7th grade, where 28 students were identified in ELA and 33 in Mathematics. These students represent a significant population requiring targeted intervention, progress monitoring, and differentiated instruction to address foundational skill gaps and accelerate their progress toward proficiency.

Highest Priorities

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

To maximize school improvement during the 2026–2027 school year, Hammocks Middle School will focus on five prioritized areas designed to build upon the progress achieved last year and address the areas with the greatest potential for growth. The school increased its total accountability points from 60 points in 2025 to 63 points in 2026, demonstrating positive momentum. The overarching goal is to build upon this progress and close the remaining gap needed to achieve an "A" school rating.

1. **Increase Student Learning Gains in Reading and Mathematics**
   The school's highest instructional priority will be increasing the percentage of students demonstrating learning gains in both Reading and Mathematics, with particular attention to the lowest 25% of students. Teachers will use ongoing progress-monitoring data, formative assessments, FAST data, and other standards-aligned assessments to identify individual student needs and provide targeted interventions. Ensuring that all students demonstrate meaningful learning gains will positively impact multiple accountability components, including learning gains, learning gains of the lowest 25%, and overall proficiency.
2. **Increase Overall Student Proficiency**
   Teachers and instructional leaders will focus on moving students from approaching proficiency to proficiency and maintaining proficiency among students who have already demonstrated mastery. Teachers will know which students are contributing to the school's proficiency measures, analyze student performance after each assessment, and use the results to adjust instruction, provide targeted remediation, and monitor progress. Collaborative planning and data-driven instructional practices will be used to ensure that instructional decisions are directly connected to identified student needs.
3. **Increase Civics EOC Proficiency**
   Improving Civics EOC performance will be a targeted school improvement priority following the decline in proficiency during the 2025–2026 school year. Teachers will analyze topic assessment and EOC data to identify specific standards and skills requiring additional instruction and intervention. Instruction will be adjusted based on student performance, with opportunities for reteaching, targeted practice, and ongoing progress monitoring. The school

will also continue to maintain secure and controlled testing environments to ensure that assessment results accurately reflect student mastery and provide reliable data for instructional decision-making.

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 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 2026 F.A.S.T. assessment data, 61% of students demonstrated learning gains in reading, while 60% demonstrated learning gains in Mathematics. To build upon these results and accelerate student achievement, teachers will strategically integrate blended learning strategies that combine high-quality, standards-aligned direct instruction with purposeful digital learning opportunities. This approach will provide students with a more differentiated and personalized learning experiences while increasing engagement and providing teachers with timely, actionable data to identify and address learning gaps.

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 3, 2027, targeted efforts to enhance student engagement through purposeful technology integration will raise learning gains in Reading from 61% to 63% and in Math from 60% to 62%.

Monitoring

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

Student engagement will be monitored through a combination of technology access, instructional data, and ongoing analysis of student performance. Parents and students will be informed of required agreement forms and iPad insurance requirements through social media, SchoolMessenger, school announcements, and Open House. Once the required documentation is completed and insurance is secured, students will receive their iPads, ensuring access to digital tools that support learning and promote active classroom engagement.

Teachers will use district Pacing Guides and regularly review student performance data, including topic assessments, mini-assessments, F.A.S.T. results, and other formative data, to identify learning needs and adjust instruction accordingly. Approved instructional technology resources, including

Kahoot, EduSmart, Wayground, IXL, Read180, i-Ready, and Discovery Education, will be strategically integrated to increase student participation, reinforce standards, and provide opportunities for differentiated learning.

Student engagement and progress will be monitored through weekly reports from i-Ready, Imagine Learning, READ 180, SAVVAS, and other resources. Teachers and instructional leaders will analyze these data to identify trends, monitor student participation and progress, address individual learning gaps, and make timely adjustments to instructional strategies. This ongoing data-driven monitoring process will ensure that instruction remains responsive, engaging, and aligned to the diverse needs of all students.

Person responsible for monitoring outcome

Nicolina Bonilla, Assistant Principal

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 provides students with consistent access to digital tools and resources that support differentiated instruction, student engagement, and personalized learning. Through the effective use of 1:1 iPads and district-approved instructional technology platforms, teachers will provide interactive learning experiences, targeted practice, immediate feedback, and opportunities for students to collaborate and demonstrate understanding. Technology will be strategically integrated into core instruction and intervention opportunities to reinforce grade-level standards, address identified learning gaps, and provide students with additional opportunities to practice skills at their individual level. Teachers will use student performance data from digital instructional platforms and classroom assessments to adjust instruction, provide targeted support, and monitor student progress.

Rationale:

Technology Integration was selected as an intervention because the 1:1 iPad environment provides an existing infrastructure that can be leveraged to increase active student engagement, differentiate instruction, and provide additional opportunities for students to practice skills aligned to identified areas of need. During Homeroom each day, students will complete iReady Reading and Math lessons. Teachers will utilize district-approved digital resources to provide standards-aligned practice and remediation. Teachers will regularly review student performance data from these platforms, along with classroom and district assessment data, to identify learning gaps, monitor progress, and adjust instruction. This approach will allow teachers to respond more quickly to individual student needs while increasing students' opportunities to remain actively engaged in learning. As a result of implementing this intervention, the school expects to increase student engagement and improve academic performance by providing more personalized learning opportunities and targeted instructional support. The expected outcome is increased student participation in meaningful learning tasks and improved student learning gains in Reading and Mathematics, contributing to continued growth in overall school accountability outcomes and progress toward an A school grade.

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
iPad Access and Student Preparation

Person Monitoring:
Jacqueline Blanco, Media Specialist and Lead Magnet Teacher

By When/Frequency:
September 25, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By September 25, 2026, the school will ensure that students have access to the technology necessary to participate in digital learning experiences. Students and families will receive information regarding required iPad agreements, insurance, and checkout procedures through School Messenger, school announcements, social media, Open House, and other school-based communication platforms. Once required documentation and insurance requirements are completed, iPads will be distributed to students. The school will maintain and regularly review iPad distribution and insurance records to identify students who have not yet received a device and address barriers to access. The administrative team will monitor student access, technology use, and engagement through distribution records, classroom walkthroughs, teacher feedback, and student participation in technology-supported learning activities.

Action Step #2
Strategic Technology Integration for Student Achievement

Person Monitoring:
Nicolina Bonilla, Assistant Principal

By When/Frequency:
September 25, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly, teachers will analyze district Pacing Guides and multiple sources of student achievement data, including topic and mini-assessment results and F.A.S.T. data, in order to strategically integrate district-approved instructional technology tools, such as Kahoot, EduSmart, Wayground, IXL, Read180, i-Ready, and Discovery Education. These tools will be used to reinforce standards, address identified learning needs, and deepen student understanding. They will be intentionally embedded within lesson plans and aligned to instructional objectives to support purposeful and effective technology integration. The administrative team will monitor implementation through classroom walkthroughs and lesson plan reviews to ensure technology is being used strategically to enhance instruction and student engagement.

Action Step #3
Using Technology-Based Data to Drive Instruction

Person Monitoring:
Nicolina Bonilla, Assistant Principal

By When/Frequency:
September 25, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly, teachers will review student performance reports from i-Ready, Imagine Learning, READ180,

SAVVAS, and other resources to identify individual student strengths, areas of need, and progress toward learning goals. Teachers will use this data to make timely instructional adjustments, provide targeted remediation, reinforce essential skills, and deliver enrichment opportunities based on student needs. Relevant reports will be maintained in each teacher's Data Binder to support ongoing instructional planning and progress monitoring. The administrative team will monitor implementation through classroom walkthroughs and periodic reviews of Data Binders. Additionally, technology-based student data will be examined and discussed during data chats to evaluate progress, identify trends, and determine appropriate instructional next steps.

Action Step #4
Interactive Learning Opportunities

Person Monitoring:
Nicolina Bonilla

By When/Frequency:
January 15, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly, teachers will implement at least one interactive learning strategy, such as collaborative discussions, instructional technology activities, hands-on learning experiences, or student response protocols, to increase student participation and engagement. Evidence of implementation will be reflected in lesson plans and monitored through classroom walkthroughs and student work samples.

Action Step #5
Student Reflection and Feedback

Person Monitoring:
Nicolina Bonilla

By When/Frequency:
January 15, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Biweekly, teachers will provide opportunities for students to reflect on their learning through exit tickets, self-assessments, or reflection prompts aligned to lesson objectives. Teachers will review student feedback to identify instructional adjustments needed to improve engagement and understanding. The administrative team will monitor implementation through classroom walkthroughs and lesson plan reviews.

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 2025–2026 F.A.S.T. and state assessment data, ELA learning gains increased slightly from 60% in 2025 to 61% in 2026. In Mathematics, learning gains increased from 49% in 2025 to 60% in 2026. Additionally, Civics proficiency declined from 75% in 2025 to 69% in 2026, while Science proficiency decreased slightly from 55% to 54%.

Based on these data findings, and recognizing the critical role of data-driven decision-making in

improving student outcomes, the school will implement Collaborative Planning as a targeted intervention. Collaborative Planning will provide teachers with structured opportunities to analyze student data, identify instructional needs, develop standards-aligned lessons, and determine appropriate instructional strategies and interventions. As a result, the school expects to strengthen instructional quality, increase student engagement, improve differentiation, and promote more consistent data-informed instructional decision-making across classrooms.

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 3, 2027, 63% of the students will make learning gains in ELA while 62% will make learning gains in Math. Civics will increase to 75% 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 monitor the implementation and effectiveness of Collaborative Planning and data-driven decision-making through regular walkthroughs, data chats, department meetings, and systematic reviews of supporting documentation. During walkthroughs and data chats, administrators will review teacher data binders to ensure that student performance data are being analyzed and used to identify instructional needs, develop targeted strategies, and establish clear next steps for student support.

Following each department meeting, department chairpersons will share meeting minutes with department members and the administrative team and maintain documentation in their Department Chairperson binders for accountability and future reference. The administrative team will review these minutes to ensure that collaborative planning remains focused on schoolwide goals, student achievement data, standards-aligned instruction, and identified instructional priorities.

Students will also participate in the data-driven process by completing data reflection forms based on their assessment results, beginning with the 2025–2026 F.A.S.T. PM3 data and updating their goals following subsequent assessments. Administrators will review these reflections during data chats to monitor student progress, promote student ownership of learning, and ensure that instructional practices are aligned to identified areas of need. This comprehensive monitoring process will support fidelity of implementation, strengthen collaborative planning, and ensure that data are consistently used to drive instructional decisions and continuous student growth.

Person responsible for monitoring outcome
Nicolina Bonilla, Assistant Principal

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:
As part of the Collaborative Planning element, the school will prioritize data-driven decision-making as an evidence-based strategy to strengthen instructional practices and improve student outcomes. Teachers will collaboratively examine student performance data to determine areas of strength, identify learning gaps, and establish instructional priorities. During collaborative planning sessions, teachers will use these findings to develop standards-aligned lessons, targeted remediation, and enrichment opportunities that respond to student needs. Departments will also plan for differentiated instructional strategies to ensure that instruction is responsive to varying levels of readiness and learning needs. In addition, teachers will share and apply relevant strategies and best practices gained through professional learning to strengthen lesson design and promote consistent, high-quality instruction across classrooms.

Rationale:
The evidence-based strategy of data-driven decision-making within Collaborative Planning was selected because it enables teachers to use student performance data to personalize instruction, identify learning gaps, and make timely adjustments that address individual student needs. By collaboratively analyzing data and sharing effective instructional practices, teachers can develop targeted strategies that strengthen instruction and provide students with appropriate remediation, enrichment, and support. Ongoing progress monitoring and assessment will allow the school to evaluate the effectiveness of these instructional decisions and make necessary adjustments. This intentional, collaborative approach is expected to improve instructional quality, increase student engagement, and promote measurable gains in 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
Access and Analyze F.A.S.T. Data

Person Monitoring:	**By When/Frequency:**
Nicolina Bonilla, Assistant Principal	September 25, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By September 25, 2026, Teachers will access and analyze student F.A.S.T. data through Performance Matters and Power BI to identify strengths, learning gaps, and instructional priorities.

Data will be organized in Data Binders and used during collaborative planning and department meetings to develop targeted instructional strategies and next steps. The administrative team will monitor implementation through walkthroughs, data chats, Data Binder reviews, and collaborative planning/department meeting minutes to ensure data consistently informs instruction.

Action Step #2
Student Data Chats and Goal Setting

Person Monitoring:
Nicolina Bonilla, Assistant Principal

By When/Frequency:
September 25, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By September 25, 2026, students will participate in a data review and setting individualized, measurable goals. Teachers will conduct student data chats to help students interpret assessment results, identify areas for growth, and establish achievable goals for improvement. Students will document their progress using data chat forms based on their most recent F.A.S.T. assessment results and update their goals following subsequent assessments. Data chats will be incorporated into instructional planning and documented in teachers' Data Binders. The administrative team will monitor implementation through data chats, lesson plan reviews, and Data Binder checks to ensure students are actively engaged in the goal-setting and progress-monitoring process.

Action Step #3
Collaborative Planning for Student Achievement

Person Monitoring:
Nicolina Bonilla, Assistant Principal

By When/Frequency:
September 25, 2026

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, teachers will participate in structured collaborative planning sessions focused on analyzing student data, sharing effective instructional practices, and developing targeted strategies to address student needs. Teams will review assessment results and test items to identify priority standards, determine appropriate interventions and enrichment opportunities, and develop bell ringers aligned to identified areas for improvement. Department chairpersons will document each session and distribute meeting minutes to department members and the administrative team. Minutes will be maintained in the Department Chairperson's binder to support accountability, monitor implementation, and inform future planning.

Action Step #4
Instructional Resource Sharing

Person Monitoring:
Nicolina Bonilla

By When/Frequency:
January 15, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Biweekly, teachers will share effective instructional resources, best practices, and high-impact strategies during collaborative planning sessions. Shared resources will include bell ringers, formative assessments, intervention activities, and technology-based instructional tools aligned to priority standards. Department chairpersons will maintain documentation of resources and meeting outcomes in their meeting minutes and agendas.

Action Step #5
Collaborative Lesson Internalization

Person Monitoring:
Nicolina Bonilla

By When/Frequency:
January 15, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Biweekly, teachers will utilize collaborative planning time to internalize upcoming lessons by reviewing standards, anticipated student misconceptions, instructional strategies, and success criteria. Evidence of lesson internalization will be reflected in lesson plans and classroom instruction. The collaboration will also be included in the department meeting minutes and agendas.

Area of Focus #3

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.

Differentiated instruction will be implemented to ensure that instruction is responsive to students' individual academic needs, readiness levels, and learning gaps. Teachers will use student data to provide targeted instruction, scaffolding, intervention, and enrichment to increase student engagement and academic growth. Prior-year FAST data demonstrated overall improvement in learning gains, with ELA increasing from 60% in 2025 to 61% in 2026 and Math increasing from 49% to 60%. Learning gains among the Lowest 25% also increased in ELA from 52% to 62% and in Math from 51% to 54%. While these gains reflect progress, the data indicates a continued need for differentiated instruction to address individual learning gaps, accelerate achievement, and ensure all students have opportunities to make meaningful learning gains.

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 differentiated instruction, the school will work to increase student learning gains on the 2027 PM3 FAST assessments by 2 percentage points, increasing Reading learning gains from 61% to 63% and Math learning gains from 60% to 62%.

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 differentiated instruction will be monitored through classroom walkthroughs, lesson plan reviews, collaborative planning, and ongoing data analysis. Administrators will conduct regular walkthroughs to assess the use of differentiated strategies and provide targeted

feedback. Teachers will review student performance data during collaborative planning and data meetings to identify learning gaps, monitor progress, and adjust instruction based on student needs. Lesson plans will reflect intentional differentiation aligned to student data and will be reviewed to ensure consistent implementation. The effectiveness of these strategies will be measured through ongoing assessment data, including topic assessments and FAST progress-monitoring results, with instructional adjustments made as needed to support the goal of increasing student learning gains.

Person responsible for monitoring outcome
Nicolina Bonilla, Assistant Principal

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:
Teachers will implement data-driven differentiated instruction by using multiple sources of student performance data, including FAST assessments, topic assessments, formative assessments, and i-Ready diagnostic data, to identify individual learning needs and determine appropriate instructional supports. Based on identified gaps, teachers will provide targeted small-group instruction, scaffolding, remediation, and enrichment opportunities. Teachers will also assign specific i-Ready teacher-assigned lessons aligned to students' identified areas of need to provide individualized practice and reinforce classroom instruction. Student progress will be monitored through ongoing formative assessments and i-Ready data, allowing teachers to adjust instruction, assignments, and interventions as needed. Administrators will monitor implementation through classroom walkthroughs, lesson plan reviews, collaborative planning, and analysis of student performance data to ensure differentiation is consistently implemented and contributing to increased learning gains.

Rationale:
Data-driven differentiation is essential to ensure that instruction addresses the diverse academic needs of all students. While 2026 FAST data showed improvement in overall learning gains in both ELA and Mathematics, continued targeted support is needed to address individual learning gaps and accelerate student achievement. Using FAST, formative, and i-Ready data allows teachers to identify specific skills requiring additional support and provide students with targeted instruction and practice. This approach will help maximize instructional time, strengthen student engagement, and increase the percentage of students demonstrating learning gains on future FAST assessments.

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 Student Data to Support Learning

Person Monitoring:
Nicolina Bonilla, Assistant Principal

By When/Frequency:
September 25, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By September 25, 2026, teachers will analyze 2026 FAST PM1, formative, and classroom assessment data to determine instructional priorities and establish flexible student groupings. Administration will monitor implementation through collaborative planning, data reviews, and classroom walkthroughs to ensure instructional decisions are informed by current student performance data.

Action Step #2
Identify and Monitor Student Learning Gaps

Person Monitoring:
Nicolina Bonilla, Assistant Principal

By When/Frequency:
September 25, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By September 25, 2026, teachers will analyze student performance data from FAST, formative assessments, and classroom assessments to identify specific learning gaps for individual students and flexible groups. Identified needs will be used to guide instructional planning and targeted interventions. The impact of this action will be monitored through collaborative data meetings, student progress reviews, and documentation of identified needs and interventions to ensure instruction remains aligned to student needs and supports measurable academic growth.

Action Step #3
Individualized Practice and Progress Monitoring

Person Monitoring:
Nicolina Bonilla, Assistant Principal

By When/Frequency:
September 25, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly, teachers will use i-Ready and other instructional resources to provide students with targeted practice aligned to identified learning gaps, including teacher-assigned i-Ready lessons based on diagnostic and ongoing performance data. Teachers will monitor student completion and performance and adjust assignments and instruction as needed. Administration will review i-Ready and assessment data during data meetings to evaluate student progress, determine the effectiveness of interventions, and identify students requiring additional support.

Action Step #4
Multiple Pathways to Learning

Person Monitoring:
Nicolina Bonilla

By When/Frequency:
January 15, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly, teachers will implement differentiated instructional strategies or activities that provide students with multiple pathways to access content, demonstrate understanding, and engage with rigorous learning tasks. Strategies may include varied instructional supports, teacher assigned iReady or IXL lessons, choice activities, scaffolded assignments, and enrichment opportunities based on student needs. The multiple pathways to learning will be evident in the teachers' lesson plans.

Action Step #5
Data-Based Student Conferencing

Person Monitoring:
Nicolina Bonilla

By When/Frequency:
January 15, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After each iReady, FAST, Topic, or Unit Test, teachers will conduct individual or small-group conferences with students to review academic progress, discuss identified learning needs, and establish short-term goals for improvement. Student progress will be documented on data chat forms and used to inform differentiated instruction. The conferences will be noted in the lesson plans which will be reviewed by the administrative team during walkthroughs.

IV. Positive Learning Environment

Area of Focus #1

Other: Student Attendance - Required Felix Varela Feeder Pattern Area of Focus

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 Power BI School Culture Attendance Reports for the 2025–2026 school year, 50% of students had 11 or more absences, exceeding the district average of 46%. Because consistent attendance is essential to student achievement and learning gains, the Felix Varela Senior High Feeder Pattern identified Attendance as a focus area for the 2026–2027 school year. Contributing factors included student health and wellness needs, student disengagement, and intervention for students demonstrating patterns of absenteeism. In response, the school will closely monitor attendance and implement targeted initiatives to promote consistent daily attendance and student engagement.

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 2026–2027 school year, the percentage of students with 11 or more absences will decrease by two percentage points, from 50% to 48%.

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.

Attendance will be monitored through daily data collection and ongoing review of student attendance

patterns. Teachers will record attendance at the beginning of each class period and promptly report discrepancies to the attendance clerk for correction. Counselors will review the daily Attendance Bulletin to identify students with five or more unexcused absences and monitor these students through monthly attendance reports. Students and parents will participate in attendance conferences, and interventions will be documented in the counselors' logs. Attendance data will be reviewed regularly to identify trends, evaluate the effectiveness of interventions, and determine when additional supports are needed. Ongoing monitoring and early intervention will help reduce chronic absenteeism, increase instructional time, and provide students with greater opportunities to engage in instruction and demonstrate academic growth.

Person responsible for monitoring outcome
Kerra Perez, Student Services Department Chairperson

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 is directly connected to student achievement and provides students with consistent access to instruction and learning opportunities. During the 2025–2026 school year, 50% of students had 11 or more absences, highlighting the need for targeted attendance interventions. Excessive absenteeism can contribute to missed instructional time, academic difficulties, disengagement, and behavioral concerns. Therefore, the school will implement proactive, data-driven attendance interventions designed to identify attendance concerns early, engage students and families, and provide targeted supports to improve daily attendance. These interventions will be monitored through ongoing attendance data reviews to evaluate their effectiveness and make adjustments based on student needs.

Rationale:
Consistent attendance monitoring and targeted attendance initiatives will allow the school to identify students who may be experiencing barriers to regular attendance and provide timely support and intervention. Regular attendance ensures students have consistent access to instruction, academic support, and opportunities to engage in learning. By addressing attendance concerns early, the school can reduce missed instructional time, strengthen student engagement, and support improved academic outcomes and long-term student success.

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
Daily Attendance Accuracy and Monitoring

Person Monitoring:
Daniela Hernandez, Attendance Clerk

By When/Frequency:
September 25, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Daily, teachers will record attendance at the beginning of each class period and promptly report discrepancies to the attendance clerk for correction. The attendance clerk will monitor daily attendance submissions and follow up with teachers when attendance is incomplete or inaccurate. Daily attendance data will be reviewed to identify emerging patterns of absenteeism and ensure timely intervention.

Action Step #2
Early Identification and Attendance Intervention

Person Monitoring:
Kerra Perez, Student Services Department Chairperson

By When/Frequency:
September 25, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Daily, counselors will review attendance data and the Attendance Bulletin to identify students demonstrating patterns of excessive or unexcused absences. Students identified as being at risk for chronic absenteeism will receive targeted interventions based on their individual needs. These students will be included in the monthly attendance report submitted at the end of each month. Attendance data will be reviewed monthly to determine whether interventions are improving attendance and to identify students requiring additional support.

Action Step #3
Family Engagement and Attendance Support

Person Monitoring:
Kerra Perez, Student Services Department Chairperson

By When/Frequency:
September 25, 2026

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.

Action Step #4
Proactive Attendance Monitoring and Student Identification

Person Monitoring:
Kerra Perez, Student Services Department Chairperson

By When/Frequency:
January 15, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Daily, counselors will review the Attendance Bulletin to identify students who have accumulated five or more unexcused absences. Identified students will be documented on the school's attendance monitoring report and reviewed for appropriate interventions and support services. Student attendance data will be monitored throughout the month and included in the monthly attendance

report to track trends, assess intervention effectiveness, and identify students requiring additional attendance supports.

Action Step #5
Parent Conferences and Attendance Intervention Documentation

Person Monitoring:
Kerra Perez, Student Services Department Chairperson

By When/Frequency:
January 15, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
As needed, counselors will contact parents and guardians of students who have accumulated five or more unexcused absences to schedule attendance conferences and discuss strategies for improving attendance. During these meetings, counselors will develop and implement appropriate attendance interventions based on individual student needs. Monthly, counselors will document all attendance conferences, parent contacts, and intervention strategies in the Counselor's Log to monitor student progress and determine the effectiveness of supports provided.

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.

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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