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School Board Approval

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

SIP Authority

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of HIVE Preparatory School is to collaborate with stakeholders in creating a Highly Inquisitive Versatile Education that will facilitate a student-centered, adaptable learning environment. The School will provide students with a rigorous academic and social preparation that will promote dignity, courtesy, discipline, responsibility, and high expectations in order to achieve high academic standards and become productive citizens.

Provide the school's vision statement

HIVE Preparatory School establishes the following goals in achieving its vision:

1. Create a safe, nurturing academic environment where all students will achieve high academic standards and professionals are empowered to embrace accountability.
2. Ensure students are exposed to a broad swath of cultural and academic experiences as preparation for success in a global economy.
3. Furnish adequate resources to achieve the School's mission including the recruitment and retention of highly qualified teachers and motivated staff.
4. Deliver an instructional system that will be tailored to individual learning styles including; differentiated instructions, active learning, and learning centers.
5. Serve students with disabilities according to their IEP.
6. Provide a flexible and versatile approach that will ensure continuous improvement of all learners.
7. Maintain an effective level of parental involvement.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Jennifer Zequeira

Position Title

Principal

Job Duties and Responsibilities

The school principal plays a crucial leadership role in the development and execution of the SIP: Leadership and Vision, Data-Driven Decision-Making, Collaboration, Resource Allocation, Monitoring and Evaluation, Professional Development, Accountability and Reporting, and Communication to all Stakeholders.

Leadership Team Member #2

Employee's Name

Alejandra Gonzalez

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal supports the implementation of the SIP by helping manage day-to-day operations, monitoring progress, and ensuring staff follow through on key initiatives. She assists the principal in analyzing data, coordinating professional development, and fostering collaboration among teachers and staff. Additionally, the assistant principal helps track the achievement of goals, addresses challenges, and ensures resources are properly allocated to support SIP objectives.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The EESAC reviews the annual SIP development within its early year meeting. This committee contains school leaders and staff, community members, parents, and students. The school leadership presents the data that is utilized for the creation of this plan to the EESAC as well as reviews the prior year's plan. The committee reviews trends and outcomes and ultimately determines this year's goals and programs.

SIP Monitoring

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

The SIP will be monitored through the quarterly EESAC meetings, quarterly Board meetings, and the Quarterly school admin data meetings. The school admin will utilize its classroom walkthrough and observation tools to track the progress of the programs and to determine timely adjustments when needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	98.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	95.4%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	29	30	22	25	19	30	26	21	27	229
One or more suspensions	1	1	2	0	0	3	0	0	1	8
Course failure in English Language Arts (ELA)	4	9	11	6	15	5	2	9	0	61
Course failure in Math	2	11	9	2	11	8	6	9	0	58
Level 1 on statewide ELA assessment	3	6	11	3	13	3	1	4	1	45
Level 1 on statewide Math assessment	1	4	9	1	5	5	2	3	2	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	6	11	3						23
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	4	9	1	5					20

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	5	10	3	14	5	6	3	2	50

Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	7	8	9	3	3	11	8	18	8	75
One or more suspensions	2	1				5			2	10
Course failure in ELA	5	1	10	6	2	7	1	10		42
Course failure in Math	2	2	4	3	3	5	4	16		39
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	3						10	5	19

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	82	65	58	81	61	53	80	62	55
ELA Grade 3 Achievement **	85	63	59	84	58	56			
ELA Learning Gains	71	64	59				69		
ELA Learning Gains Lowest 25%	56	58	54				58		
Math Achievement *	86	68	59	89	63	55	84	51	42
Math Learning Gains	65	66	61				85		
Math Learning Gains Lowest 25%	63	63	56				81		
Science Achievement *	78	60	54	92	56	52	85	60	54
Social Studies Achievement *	97	79	72	88	77	68	98	68	59
Graduation Rate		78	71		76	74		53	50
Middle School Acceleration	84	77	71	93	75	70	91	61	51
College and Career Readiness		76	54		73	53		78	70
ELP Progress	73	64	59	80	62	55	58	75	70

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	76%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	840
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
76%	86%	79%	68%		80%	75%

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

C. ESSA Subgroup Data Review (pre-populated)**2023-24 ESSA SUBGROUP DATA SUMMARY**

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	68%	No		
Black/African American Students	74%	No		
Hispanic Students	77%	No		
Economically Disadvantaged Students	75%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	56%	No		
English Language Learners	80%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	87%	No		
Hispanic Students	87%	No		
Economically Disadvantaged Students	75%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	53%	No		
English Language Learners	72%	No		
Native American Students				
Asian Students				
Black/African American Students	80%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	79%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	78%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	82%	85%	71%	56%	86%	65%	63%	78%	97%	84%			73%
Students With Disabilities	51%		58%	54%	57%	58%	50%	47%					38%
English Language Learners	73%	85%	63%	47%	82%	63%	60%	70%					73%
Black/African American Students	82%		65%	61%	82%	65%	67%	72%	100%				
Hispanic Students	82%	85%	72%	56%	86%	66%	62%	79%	97%	88%			73%
Economically Disadvantaged Students	79%	78%	69%	55%	84%	65%	65%	75%	95%	85%			72%

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	81%	84%			89%			92%	88%	93%			80%
Students With Disabilities	56%	46%			56%								65%
English Language Learners	74%	82%			84%			79%	83%				76%
Black/African American Students	80%	91%			89%			87%					
Hispanic Students	82%	83%			89%			93%	90%	93%			76%
Economically Disadvantaged Students	78%				72%								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	80%		69%	58%	84%	85%	81%	85%	98%	91%			58%
Students With Disabilities	37%		48%	50%	43%	70%	73%	55%					50%
English Language Learners	75%		61%	48%	80%	80%	75%	77%	90%				58%
Native American Students													
Asian Students													
Black/African American Students	71%		63%	53%	78%	84%	85%	88%	100%	100%			
Hispanic Students	82%		70%	61%	85%	84%	78%	84%	97%	88%			58%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	80%		68%	60%	82%	83%	81%	81%	97%	89%			58%

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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	85%	56%	29%	55%	30%
Ela	4	89%	55%	34%	53%	36%
Ela	5	76%	56%	20%	55%	21%
Ela	6	85%	57%	28%	54%	31%
Ela	7	83%	55%	28%	50%	33%
Ela	8	71%	54%	17%	51%	20%
Math	3	98%	65%	33%	60%	38%
Math	4	71%	62%	9%	58%	13%
Math	5	78%	59%	19%	56%	22%
Math	6	86%	60%	26%	56%	30%
Math	8	98%	58%	40%	54%	44%
Science	5	76%	53%	23%	53%	23%
Science	8	69%	42%	27%	45%	24%
Civics		96%	70%	26%	67%	29%
Biology		100%	70%	30%	67%	33%
Algebra		93%	55%	38%	50%	43%
Geometry		100%	56%	44%	52%	48%
Math	7	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

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?

Social Studies - class sizes were reduced to improve the differentiation of instruction throughout the grade level. Small group sessions were incorporated in the 3rd and 4th quarters that focused on results of the mid year and teacher created assessments.

Lowest Performance

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

4th grade math - the highest performing students from the previous year were placed in the 4th grade acceleration course, which required them to take the 5th grade math test. This removed this group of students from the equation.

Greatest Decline

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

Science - the group of students taking the assessment was different than the previous year's group. The 8th grade group improved by 20+ percentage points when compared to the test taken when they were in 5th grade.

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.

Middle School Math - the scheduling of math labs for most middle school students provides an opportunity to increase the minutes on task as well as provides for more student engaged opportunities.

EWS Areas of Concern

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

School Absences - the number of students missing school and the number of students missing an excessive amount of school is high. The school needs to focus on improving attendance rates and take a proactive approach to improve this issue.

Highest Priorities

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

1. Attendance improvement
2. Learning Gains increase
3. lowest 25% learning gains increase.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

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

The focus is to increase the amount of differentiated instructional minutes per student in the school. In addition, these differentiated instructional minutes will be instructionally planned with the use of data and student progress.

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.

Increase the lowest 25% learning gains in reading from 56% to 61%.

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.

All unit assessments, i-Ready diagnostics, and PM assessment will be administered, reviewed and utilized throughout the school year. This data will allow for immediate and intentional instructional adjustments.

Person responsible for monitoring outcome

Alejandra Gonzalez - Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

The intervention will include explicit phonics instruction paired with guided reading. This approach focuses on building foundational reading skills by systematically teaching letter-sound relationships and reinforcing them through leveled reading practice. This strategy is selected because research shows that explicit phonics instruction is highly effective in improving reading fluency, especially for

early and struggling readers. Guided reading helps tailor instruction to individual students' reading levels, promoting comprehension and fluency. Monitoring: The intervention will be monitored through assessments and i-Ready (green) program. Data will be analyzed frequently to adjust instruction and ensure targeted support for students not meeting benchmarks.

Rationale:

This strategy is selected because research shows that explicit phonics instruction is highly effective in improving reading fluency, especially for early and struggling readers. Guided reading helps tailor instruction to individual students' reading levels, promoting comprehension and fluency.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Implement the scheduled "workshops" program with fidelity.

Person Monitoring:

Jennifer Zequeira

By When/Frequency:

Weekly beginning October 2024

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

Workshops is a scheduled, school-wide, intervention program that aligns all students with the specific areas of focus. This takes place daily per grade level and is planned for instruction on a weekly basis. Students use i-Ready to track progress.

IV. Positive Culture and 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.

Student attendance rates are lower than preferred across all grade levels, with a special emphasis in the K-2 grades. With the pacing of instruction at our school, missing any day is an impediment to learning. It then requires greater energy to help catch up these students. The school has over 150 students that missed 10% or more of school during the school year.

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.

The school has approximately 25% of its student missing more than 10% of school days. The goal is to decrease this number by 5 percentage points to 20%.

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 is taken daily and is now being directly reported to the school Administration on a weekly basis. Monthly meetings to specifically address attendance is also included in the school's meeting schedules.

Person responsible for monitoring outcome

Jennifer Zequeira

Evidence-based Intervention:

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

Description of Intervention #1:

An evidence-based intervention to decrease school absences could involve implementing a positive attendance reinforcement program, such as incentives for consistent attendance and family engagement strategies. This approach includes recognizing students with good attendance, providing mentorship for at-risk students, and involving parents through regular communication and support. Monitoring: The intervention will be monitored by tracking daily attendance data, identifying trends, and using early warning systems to flag students with frequent absences. Progress will be reviewed monthly, and adjustments will be made to provide additional support as needed.

Rationale:

A positive reinforcement and family engagement program is effective in reducing absenteeism by increasing students' motivation to attend school and addressing barriers through family support.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Positive Attendance Program

Person Monitoring:

Jackie Camargo

By When/Frequency:

Weekly

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

Daily attendance lottery that rewards student sin attendance will take place. Weekly reporting of absences will follow with Admin reaching out to families.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii)(V)).

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. (ESEA 1114(b)(7)(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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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