

Miami-Dade County Public Schools

HIVE PREPARATORY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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, 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

Jennifer Zequeira

jizequeira@hiveprep.com

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

agonzalez@hiveprep.com

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.

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 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.

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 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.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	88.3%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) 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>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	108	95	100	107	97	112	103	60	67	849
Absent 10% or more school days										0
One or more suspensions	2	1	3	3	1	0	7	2	0	19
Course failure in English Language Arts (ELA)	3	11	5	12	7	8	14	2	2	64
Course failure in Math	3	5	4	3	9	7	10	1	1	43
Level 1 on statewide ELA assessment	2	3	6	4	4	0	1	0	0	20
Level 1 on statewide Math assessment	0	0	5	1	2	1	0	0	0	9
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	3	6	4						15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	5	1						6

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	4	2	0	0	3	0	0	10

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	4	2	0	0	3	0	0	10
Students retained two or more times				1						1

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	29	30	22	25	19	30	26	21	27	229
One or more suspensions	1	1	2			3			1	8
Course failure in English Language Arts (ELA)	4	9	11	6	15	5	2	9		61
Course failure in Math	2	11	9	2	11	8	6	9		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

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		2	1	3						6
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

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	87	67	61	82	65	58	81	61	53
Grade 3 ELA Achievement	87	65	62	85	63	59	84	58	56
ELA Learning Gains	74	66	61	71	64	59			
ELA Lowest 25th Percentile	70	58	55	56	58	54			
Math Achievement*	91	69	62	86	68	59	89	63	55
Math Learning Gains	72	65	60	65	66	61			
Math Lowest 25th Percentile	72	59	53	63	63	56			
Science Achievement	93	62	57	78	60	54	92	56	52
Social Studies Achievement*	97	82	74	97	79	72	88	77	68
Graduation Rate		81	72		78	71		76	74
Middle School Acceleration	99	79	75	84	77	71	93	75	70
College and Career Acceleration		75	56		76	54		73	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	63	64	61	73	64	59	80	62	55

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	82%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	905
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
82%	76%	86%	79%	68%		80%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	55%	No		
English Language Learners	79%	No		
Black/African American Students	88%	No		
Hispanic Students	82%	No		
Economically Disadvantaged Students	80%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	87%	87%	74%	70%	91%	72%	72%	93%	97%	99%			63%
Students With Disabilities	57%		50%	45%	62%	64%	50%	73%					36%
English Language Learners	83%	91%	64%	69%	88%	68%	71%	91%	94%	92%			63%
Black/African American Students	88%		83%	77%	91%	79%	92%	96%		100%			
Hispanic Students	87%	87%	73%	68%	90%	71%	70%	92%	98%	99%			63%
Economically Disadvantaged Students	83%	88%	71%	67%	88%	73%	67%	89%	93%	98%			63%

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%		64%			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%

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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%								

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	87%	60%	27%	57%	30%
ELA	4	80%	59%	21%	56%	24%
ELA	5	87%	60%	27%	56%	31%
ELA	6	92%	62%	30%	60%	32%
ELA	7	88%	62%	26%	57%	31%
ELA	8	91%	60%	31%	55%	36%
Math	3	91%	69%	22%	63%	28%
Math	4	84%	68%	16%	62%	22%
Math	5	88%	62%	26%	57%	31%
Math	6	92%	64%	28%	60%	32%
Math	8	100%	60%	40%	57%	43%
Science	5	88%	56%	32%	55%	33%
Science	8	97%	46%	51%	49%	48%
Civics		97%	74%	23%	71%	26%
Biology		100%	74%	26%	71%	29%
Algebra		91%	59%	32%	54%	37%
Geometry		95%	58%	37%	54%	41%
Math	7	* 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?

English Language Arts School-Wide showed great improvement (with the ELL subgroup standing out). The school placed a greater emphasis on prioritizing the individual needs per student over the grade level needs. This was done through our small groups, centers, interventions, workshops, and crunch-time programs.

Lowest Performance

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

SWD Students - English Language Art. While there was an increase proficiency when compared to the prior year, this was still the school's lowest performing group. More exposure to content may be needed for this subgroup.

Greatest Decline

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

SWD Students - English Language Arts Learning Gains. Students may need to spend more time on content instruction.

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.

8th Grade Science: HIVE students outperformed the District by 51 percentage points and the State by 48 percentage points. These students were provided with a robust core program that was supplemented with an additional "lab" class that provided additional time to experience the course in multiple ways.

EWS Areas of Concern

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

4th Grade Math & ELA: while both were still double digits better than the District and the State, they

were the two lowest differences when compared. The school needs to analyze the alignment of the curriculum with the tested skills.

Highest Priorities

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

4th Grade: the scores do not align with the quality of instruction and delivery that we experience. HIVE needs to analyze what it is teaching and how aligned it is with the state test.

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

SWD ELA Proficiency and Learning Gains: this was the subgroup with the lowest proficiency and learning gains scores in the school.

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.

SY25 SWD ELA Proficiency = 57%

SY26 SWD ELA Proficiency Goal = 60%

SY25 SWD LG = 50%

SY26 SWD LG Goal = 55%

Monitoring

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

The IEP of each SWD will be adjusted in order to increase the amount of exposure to the ELA content. This will allow the school's ESE department to be included in the monitoring of the core and supplemental programming for each student.

Person responsible for monitoring outcome

Jennifer Zequiera

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:

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 1 – Strong Evidence, Tier 2 – Moderate 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

Alignment of the IEP with the Supplemental programming provided to each student.

Person Monitoring:

Alejandra Gonzalez

By When/Frequency:

Monthly

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

The school will incorporate IEP alignment into its intervention programming because the intervention programming follows a progress monitoring approach that allows for frequent monitoring and adjustments.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Student attendance rates are only slightly above the district average. Student attendance has a direct alignment with student performance and social-emotional well-being.

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.

Decrease the number of student absences by 5 percentage points and decrease the number of chronic absences by 5 percentage points.

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.

Incorporate student attendance data into the monthly assessment data meetings (colonies). Award mechanisms will be implemented for positive progress.

Person responsible for monitoring outcome

Jennifer Zequeira

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:

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:

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 1 – Strong Evidence, Tier 2 – Moderate 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

Attendance Recognition Program

Person Monitoring:

Jennifer Zequeira

By When/Frequency:

Monthly

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

Daily attendance recognition program will be implemented (attendance lottery, shout-outs, raffles, etc.). Attendance data will be discussed within colony meetings with an effort to implement in-class recognition also.

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.

www.hiveprep.com

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Our school is committed to cultivating strong, positive partnerships with parents, families, and community stakeholders as a cornerstone for fulfilling our mission and ensuring the success of every student.

Regular Communication: We will keep parents informed of their child's academic and social progress through a variety of tools, including progress reports, parent-teacher conferences, online portals, newsletters, and frequent teacher outreach. We will prioritize clear, transparent, and accessible communication in both English and Spanish (and other languages as needed).

Family Engagement Opportunities: The school will host workshops, family nights, and informational sessions that empower parents to support learning at home. These events will also provide families with insight into our curriculum, assessments, and strategies to help their children thrive.

Shared Decision-Making: Families and community stakeholders will be invited to participate in advisory councils, school governance opportunities, and feedback sessions. Their voices will help

guide school priorities and ensure that programs meet the needs of students.

Community Partnerships: The school will build connections with local organizations, businesses, and service providers to expand opportunities and resources for students. These partnerships will enhance enrichment programs, extracurricular activities, and support services.

Open-Door Culture: We will maintain a welcoming environment where parents feel comfortable visiting classrooms, volunteering, and collaborating with teachers and staff. Parents will be viewed as partners in the educational journey of their children.

Through these intentional practices, our school will foster trust, collaboration, and a shared sense of responsibility that ensures students are supported academically, socially, and emotionally while strengthening the ties between school, family, and community.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school will continue to emphasize its mission of providing a high rigor, inquiry-based, versatile education program that protects time-on-task and teacher support. The school will also continue to be aggressive with its acceleration offerings throughout all grade levels, including its SWD population.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The school takes information and guidance from all possible agencies and partners to provide the support its stakeholders require.

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)).

The school ensures that students' needs outside of academics are met by providing a comprehensive support system that promotes their social, emotional, and behavioral growth. Counseling and school-based mental health services are available to help students develop coping strategies, resilience, and positive relationships. Specialized support services, including interventions for students with unique learning or behavioral needs, are coordinated through a student services team to ensure every child receives targeted assistance. Mentoring programs and character development initiatives provide students with guidance, role models, and opportunities to build leadership and life skills. Together, these strategies foster a safe, supportive environment that develops the whole child and prepares students for success beyond the classroom.

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)).

The school prepares students for college and career success by promoting early awareness of postsecondary pathways and equipping students with the skills needed for the workforce. Secondary students will have access to career and technical education (CTE) programs, internships, and workforce readiness initiatives that connect classroom learning to real-world applications. In addition, the school will broaden access to advanced coursework, including dual enrollment and Ahigh school credit courses, so that students can earn high school credit while still in middle school.

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)).

The school implements a Positive Behavioral Interventions and Supports (PBIS) framework as a

schoolwide, tiered model to promote positive behavior and prevent challenges before they escalate. Tier 1 strategies provide all students with clear expectations, social-emotional learning, and consistent reinforcement of positive behaviors. Tier 2 offers targeted small-group interventions and supports for students who need additional guidance, while Tier 3 provides intensive, individualized services in coordination with families and specialists. Early intervening services are aligned with and coordinated alongside supports offered under the Individuals with Disabilities Education Act (IDEA) to ensure that students with or without identified disabilities receive timely assistance. This integrated approach fosters a safe, inclusive environment where behavioral, social, and emotional needs are addressed proactively to support student success.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

The school provides ongoing professional learning for teachers, paraprofessionals, and staff focused on improving instructional practices, strengthening classroom management, and effectively using data from academic assessments to drive instruction and interventions. Professional development includes collaborative planning, coaching, and targeted workshops aligned to student needs and school priorities. To recruit and retain effective teachers—particularly in high-need subject areas—the school implements intentional strategies such as offering mentoring for new teachers, creating leadership and growth opportunities, and fostering a supportive, mission-driven culture. By investing in staff development and well-being, the school ensures that all students are taught by highly effective educators committed to long-term success.

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)).

The school supports preschool children and their families in the transition to elementary school by building strong connections between early childhood programs and the K–8 setting. Strategies include coordinated communication with local preschools, orientation activities for children and families, and opportunities for preschoolers to visit kindergarten classrooms prior to enrollment. Teachers collaborate to share information on student readiness, strengths, and needs, ensuring continuity of instruction and support. Families are also provided with resources and workshops to help them understand kindergarten expectations and how to support learning at home. These efforts create a smooth, supportive transition that promotes confidence and readiness for success in elementary school.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI 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.

N/A

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).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00