Hive Preparatory School

2016-17 Schoolwide Improvement Plan

Hive Preparatory School

5855 NW 171ST ST, Hialeah, FL 33015

www.hiveprep.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hive Preparatory School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of HIVE Preparatory K- 8 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.

b. Provide the school's vision statement.

HIVE Preparatory K - 8 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school aligns it's educational programs and with it's mission through the creation of an International Learning Environment (ILE). The ILE embraces the exploration of ancestral heritage and other cultures through the utilization of interdisciplinary thematic units of instruction. The International Learning Environment (ILE) intends to develop adaptive and active learning through the exploration of cultures. The integration of thematically aligned units through thematically aligning instructions is designed to motivate and improve the education of learners utilizing their strengths and styles and to build relationships between teachers and students. This theme-structured instruction focuses on the integration of interdisciplinary themes to promote effective conceptual learning.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

HIVE Preparatory School shares the philosophy of Miami-Dade County Public Schools that students have the right to be treated with courtesy and respect, have the right to feel safe from harassment, and the right to a free, challenging and enriching curriculum, among other vital student/parent rights. Therefore, HIVE Preparatory K - 8 School will act under the guidelines of the above-mentioned philosophy to ensure that all of the student's and parent's rights are responsibly protected. The School will utilize the "Range of Corrective Strategies" listed in the MDCPS Code of Conduct for Elementary/Secondary students pertaining to the particular offense/ behavior a student commits as its disciplinary guideline. These corrective guidelines include, but are not limited to; Parent/Guardian

Contact, Reprimand, Detention or other Board-approved in-School program, Loss of privileges, Parent/teacher/ conferences, Suspension (if deemed necessary), Behavior plan.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

HIVE Prep utilizes the ClassDojo program to implement it's school-wide behavior system. ClassDojo is manipulated to recognize the school's quarterly character education program and to track daily student progress. The system focuses on a behavior management method that emphasizes positive behaviors through the awarding of feedback points for specific behaviors, learning habits, and accomplishments in class. The information is logged in and organized through behavior reports that track behavior and class trends. Staff is trained on the specifications of the program as well as its utilization within the school culture throughout the year. When disciplinary incidences are required, the School will utilize the "Range of Corrective Strategies" listed in the MDCPS Code of Conduct for Elementary/Secondary students. These corrective guidelines include, but are not limited to; Parent/ Guardian Contact, Reprimand, Detention or other Board-approved in-School program, Loss of privileges, Parent/teacher/ conferences, Suspension (if deemed necessary), or a Behavior plan.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

HIVE Prep embeds a strong focus on Character Education. Respect and responsibility are just two of the values at the heart of the School. The School community lives in an age where technology and social concerns dictate the need for a deepening concern for character. The basic principles for an integrated character education program will include, but not be limited to: the teacher as a caregiver, model and mentor; the classroom as a democratic community; activities that promote values and ethics; encouraging character reflection; discussion of issues and answers, problems and solutions; conflict resolution and students as mediators; parent and community involvement; character education task force comprised of teachers, administration, and parents.

The character education program is integrated through a mentoring program that contains activities that will help to determine how to appropriately infuse character attributes into all social-emotional situations in an effort to empower our students.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The HIVE Prep administration conducts monthly reports to identify each student that falls into an early warning category. A description of the categories, identification of barriers, and possible strategies are determined during these meetings. The classroom teachers and parents are then contacted to inform them of the results of these meetings. The attendance and behavior indicators are recorded through SCAM reports, while the performance indicators are tracked through individual data tracking and gradebook/software reporting. Monthly tracking is conducted to identify new qualifiers and to monitor the progress of the intervention results.

EWS Indicators are as follow:
Attendance: students with 3 or more unexcused absences
Attendance: students with 3 or more early dismissals and/or tardies
Behavior: students with 1 or more referrals that lead to suspensions

Performance: students scoring level 1 or 2 on FCAT or SAT-10 in ELA or Math
Performance: students not proficient in reading as indicated through classroom grades, FAIR testing, or Interim testing
Performance: students who were retained

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	9	3	13	8	11	9	1	0	0	0	0	0	61
One or more suspensions	0	1	0	2	1	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	1	2	4	17	16	7	11	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	1	5	10	3	2	0	0	0	0	0	0	23

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students with 3 or more unexcused absences, unexcused tardies, and unexcused early dismissals participate in a daily attendance lottery that is conducted each morning to motivate punctuality and attendance. A SCAM is created when the 3rd absence/tardy/early dismissal is accomplished in order to track and notify each guardian. A meeting with an administrator is then conducted to discuss the concerns and to brainstorm possible solutions.

Students with 1 or more referrals that lead to suspensions participate in the character education program that emphasizes positive behaviors is conducted by the school on a daily basis throughout the year. Through the use of ClassDojo, specific behaviors are tracked and rewarded in an effort to encourage certain behaviors. When students behaviors lead to a suspension (in-door or out-door), a SCAM is completed and a parent conference is held. Antecedents, barriers, and strategies are discussed with purpose of creating an individualized plan for each student.

Students who were retained and students who were not proficient in reading or math as indicated through FSA, FCAT, EOC's, SAT-10, classroom grades, iReady testing, or Interim testing are identified through tier 1 deficiencies and are discussed of during monthly grade level meetings with the administration. When the deficiencies are significant, request for assistance documents are completed for each student who qualifies. Then, tier II programs are created and initiated with monthly guideposts to track student progress and to make adjustments as needed. The tier III process is initiated if a student continues to show deficiencies through the tier II process.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/315615.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

HIVE Prep combines its character education program with service learning projects that extend the values and ethics infused in to each subject area. Service learning represents the connection of intellectual and character development. Students will engage in the skills necessary to solve real-world problems, and at the same time develop the disposition to be active and compassionate members of society. Knowing and doing will be bound together in the service learning activities of each team. Guided by their teachers, students will identify and select a problem that reflects a local, national, or international concern. A plan is developed to engage students in relevant activities that provide them with an informational background, active service, and community awareness related to the issue. Students see service not as an isolated action, but as a way of being a member of a community. Community partners that will assist the school with such projects include; Miami Seaquarium, Miami Dade College, St. Thomas University,

Students will also be offered the opportunity to join the student council, which is a service-oriented club. Members of the club may be involved in the following: school campus clean-up, donation drives, peer tutoring in character education, and participation in community programs and ceremonies.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Gonzalez, Carlos	Principal
Zequeira, Jennifer	Assistant Principal
Bonilla, Sergio	Instructional Coach
Gonzalez, Alejandra	Teacher, ESE

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The two members are a part of the leadership team which schedules and facilitates regular RtI (all three tiers) meetings, ensure attendance of other team members, ensure follow up of action steps, and allocate resources properly. In addition to the school administrator(s) the school's Leadership Team will include all instructional coaches (math, reading, science, and writing) to carry out SIP planning and MTSS problem solving. In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (quarterly) to review consensus, infrastructure, and implementation of building level MTSS.

The leadership team will conduct tier II and III meetings, as needed, to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures

(approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title 1, Part A:

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title III:

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

* tutorial programs (K-12)
* parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
•professional development on best practices for ESOL and content area teachers
•coaching and mentoring for ESOL and content area teachers(K-12)
•reading and supplementary instructional materials(K-12)
•cultural supplementary instructional materials (K-12)
•purchase of supplemental hardware and software for the development of language and literacy skills

in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
•Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title X- Homeless
•Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
•The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
•The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
•The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
•Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
•Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
•The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs
•The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
•Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
•TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
District Policy Against Bullying and Harassment
•Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
•This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
•Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
•All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Carlos Gonzalez	Principal
Lisette Iverson	Teacher
Jennifer Zequeira	Teacher
Tegan Morales	Teacher
Jessica Medrano	Teacher
Sergio Bonilla	Teacher
Julio Conde	Education Support Employee
Connie Martin	Parent
Andrea Griffiths	Parent
Jennifer Quintero	Parent
Carlos Gonzalez	Parent
Celeste Brens	Parent
Jenny Maya-Munne	Business/Community
Lisa Colon	Parent
Draden Ramsey	Student
Gabriel Conde	Student
Alejandra Valdes	Business/Community
Emilio Fox	Business/Community
John Hickey	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The EESAC reviewed all compared the original SIP, the mid-year adjustments, and the eventual student data outcomes. Each decision was analyzed and a determination was made as to the possible reasons for the specific outcomes (positive or negative). New barriers, strategies, and goals were discussed in order to prepare for the upcoming SIP.

b. Development of this school improvement plan

The EESAC assisted in the creating of the strategies to each barrier and in identifying each barrier. The EESAC reviewed all applicable student performance data utilized in creating the SIP. Then, it helped in the determination of student needs and prioritize theses needs. Finally, the EESAC offered recommendations to specific strategies to improve areas of need and decided on how to measure any results.

c. Preparation of the school's annual budget and plan

The EESAC advised the principal and finance director in the development of the school's budget. The EESAC was trained prior to the analysis of the budget by the finance director. The group focused on instructional resources needed to continue the implementation of the Florida Standards and to continue increasing the access to technology by all stakeholders.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The school improvement funds from the prior year ($2,760) were used to support the addition of 2 new computer labs within the school. The project entailed purchasing all-in-one desktops, re-furnishing 2 classrooms for all of the hardware needs and properly configuring each room. The need for the computer labs comes from the increase in computer based testing and the decrease in the testing window.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Gonzalez, Carlos	Principal
Zequeira, Jennifer	Assistant Principal
Bonilla, Sergio	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The principal will monitor collection and utilization of assessment data, including progress monitoring data District iReady assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

• participating in the Data Analysis Team meetings after each iReady assessment period;
• analyzing the progress monitoring data with reading coach;
• directing the reading coach to meet with grade level/departments to review their progress monitoring (iReady) data

• monitoring that the reading coach uses the data to differentiate teachers support as evidenced by the coach's log, daily/weekly schedule, classroom visitations; and
• monitoring the teacher's use of data driven instruction during classroom visitations.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The master schedule for grades K-8 have common planning incorporated within them. This common planning time allows for collaboration within the grade levels and for whole group administrative meetings, such as RtI meetings and grade level meetings. Monthly faculty meetings and monthly PLC's are conducted to allow for whole staff collaboration and communication. The PLC's are aligned to the school's thematic units and emphasize professional learning goals for the school.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Partnering specific teachers, depending on needs, with the Educational Consultant. Meetings are scheduled quarterly, each with individual purposes.
Partnership with college of education local colleges and universities.
Conducting Professional Learning Communities that focus on trending topics within relevant fields.
Topics vary from common core best practices to classroom management techniques.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Teacher or consultant mentors are assigned to all 1st through 2nd year teachers that are new to the school. The pairings are aligned by curricular, personality, and geographic needs. For example; pedagogical and subject matter skills; evidence of strong interpersonal skills; close proximity to classrooms/offices for easier access; credibility with colleagues; expertise in accessing data resources and using data to analyze instruction.

The mentors support the mentees by responding to developmental needs and promoting ongoing examination of classroom practice. While, the mentors are supported by the administration through quarterly meetings and data chats.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The curriculum and methodologies at HIVE Prep are driven by research-based instructional materials, annual academic standards/benchmarks, the integration of effective higher order questioning strategies, high expectations, and the infusion of inquiry-based learning. The basic curriculum (reading, writing, mathematics, science, social studies, language arts, and all other electives) will be supported by the use of the Florida Multi-Tiered System of Supports (MTSS) model and the use of thematically aligned units. HIVE Prep has adopted the Florida Continuous Improvement Model (FCIM) based on the Eight Step Method of Brazosport, TX (Davenport & Anderson, 2002) as the cornerstone for teacher instruction and methodologies. The goal of the FCIM is to create a definable,

predictable, repeatable system. This system is shared with all stakeholders, including students so that they understand learner expectations and the alignment of classroom goals to the mission of the School.

All research-based curricula (including District-adopted textbooks) and lessons align with the Florida Standards and any remaining NGSSS and are developed using sound instructional strategies. Further, through the use of engaging technology; differentiated instruction in reading and mathematics; detailed progress monitoring; and daily support time, an accommodating environment will be created to reduce frustration and build upon incremental successes.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The School will utilize the Florida Multi-Tiered Support Systems in implementing data based, problem solving to integrate academic and behavioral instruction and intervention. Standardized data will be collected per individual student in order to determine specific strengths and deficiencies. The students will be tiered (Tier I, II, III, IV) and strategies will then be developed and implemented. On-going progress monitoring will document rate of learning gains/progress or lack of gains/progress and professional development opportunities will be aligned to the specific needs of the students and teachers.

An example of modified instruction is when a Student's Probability of Reading Success (PRS) score is at or above 85% and his Listening Comprehension/Reading score is a 3 or below, instruction will provide a focus on strategic listening/reading that includes explicit instruction in using before, during, and after comprehension. While, small group differentiated instruction will focus on before, during, and after reading strategies.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

The additional 30 minutes to the daily schedule enable for the implementation of the school's "workshops" program. During a 30 minute block within each school day, each class within grades 1-8 is broken up into multiple classes of a teacher to student ratio of 1:6. The groups are targeted according to data collected and the curriculum depends on student performance. Homogenous reading intervention (iReady) groups are formed while heterogeneous reading literacy (Readers Theater) groups are formed.

Strategy Rationale

To provide individualized attention to all students, not just deficient students. This enables certified teachers to instruct intervention programs as well as to enable the analysis of student data for the purpose of planning these sessions.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gonzalez, Carlos, gonzalez-carlos@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Reports are produced through the software within the iReady program, while assessment data is collected from the Readers Theater program. The "workshops" groups and curricula are fluid, adjusting with each iReady, FAIR, and FCAT/SAT assessment taken. Student groups change according to weaknesses/strengths and curricular approaches change according to school performance needs.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

HIVE Prep will continue to harbor relationships with local VPK programs by developing parent liaison committees and informational orientations regularly. HIVE Prep will participate in the College Bound Parents program: a program that provides information and assistance to incoming kindergarten parents throughout their K-12 years and will assess the incoming Kindergarten students using the FLKRS test as a baseline assessment as well as the CELLA test for the ELL students. Incoming students' social and emotional development will be assessed through the use of ECHOS. Data will be used to plan instruction and determine the need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. Throughout the year the students' progression will be continually monitored through our iReady testing.
HIVE Prep hosts three middle school transition meetings that prepare and support families as they prepare to apply and attend middle school. The first meeting focuses on best practices on applying, comparing, and locating schools. The second meeting involves follow-up to the applications and site-visits. The final meeting is student-centered and how to prepare each child for middle school requirements.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

NA

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

The area identified as an area of need for the school is Integration of Knowledge and Ideas within the reading section. In each grade level (3-5) this was the category that scored the lowest. The school out scored the District and State averages in all remaining categories in all remaining subjects, but the category of Language Editing showed the greatest differentiation from the others.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

A possible explanation for the weakness in Integration of Knowledge and Ideas may be a result of a lack of variety in reading sources and lack of independent reading opportunities provided by the school.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. The school's academic goal is to increase learning gains within the lowest 25% in Reading by providing a variety of texts utilized within the reading and ELA framework and to increase the independent reading opportunities for all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The school's academic goal is to increase learning gains within the lowest 25% in Reading by providing a variety of texts utilized within the reading and ELA framework and to increase the independent reading opportunities for all students. `1a`

🔑 G087873

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal `3`

- Aligning a variety of texts and increasing independent reading opportunities within an already busy school and home learning schedule.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- McGraw Hill Reading Wonders

- iReady Reading

- MyOn

Plan to Monitor Progress Toward G1. `8`

Baseline and Mid-Year assessments will be utilized to determine progress towards meeting student progress. Monthly iReady and MyOn reports will be utilized to monitor program implementation and student progress.

Person Responsible

Carlos Gonzalez

Schedule

Monthly, from 10/26/2016 to 5/31/2017

Evidence of Completion

The Year-at-a-Glance report will compare and track student progress, while the iReady and MyOn reports will track individual student results. This data will be monitored through the monthly grade level meetings and through monthly administrative meetings.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. The school's academic goal is to increase learning gains within the lowest 25% in Reading by providing a variety of texts utilized within the reading and ELA framework and to increase the independent reading opportunities for all students. 1

🔑 G087873

G1.B1 Aligning a variety of texts and increasing independent reading opportunities within an already busy school and home learning schedule. 2

🔑 B233641

G1.B1.S1 Incorporate programs, such as Readers Theater, into the workshop schedule. Replace some iReady home learning assignments with MyOn texts. 4

🔑 S246508

Strategy Rationale

Readers Theater will provide the curriculum with the flexibility to select texts that provide variety and align with standards. Replacing some iReady assignment with MyOn will replace comprehension lessons with independent reading lessons.

Action Step 1 5

The master schedule and the home learning plan will be adjusted to accommodate the changes. Teachers will receive training on the utilization of MyOn and Readers Theater.

Person Responsible

Carlos Gonzalez

Schedule

Quarterly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Workshop Schedule, Lesson Plans, Training Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

The reading leadership team will meet with teachers during the grade level meetings to ensure lesson plan adjustments and to analyze MyOn activity reports. iReady Assessments will be utilized to monitor academic progress.

Person Responsible

Sergio Bonilla

Schedule

Monthly, from 10/12/2016 to 5/31/2017

Evidence of Completion

MyOn reports, Lesson Plans, iReady reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Targeted administrative walkthroughs will identify if best practices are being implemented. In addition, quarterly benchmark assessments will be tracked to monitor student progress.

Person Responsible

Jennifer Zequeira

Schedule

Monthly, from 10/26/2016 to 5/31/2017

Evidence of Completion

Walkthrough reports, student data reports, and Year-at-a-Glance reports will be used to demonstrate proper monitoring.

	IV. Implementation Timeline				
Source	**Task, Action Step or Monitoring Activity**	**Who**	**Start Date (where applicable)**	**Deliverable or Evidence of Completion**	**Due Date/ End Date**
		2017			
G1.MA1 🔑 M333231	Baseline and Mid-Year assessments will be utilized to determine progress towards meeting student...	Gonzalez, Carlos	10/26/2016	The Year-at-a-Glance report will compare and track student progress, while the iReady and MyOn reports will track individual student results. This data will be monitored through the monthly grade level meetings and through monthly administrative meetings.	5/31/2017 monthly
G1.B1.S1.MA1 🔑 M333229	Targeted administrative walkthroughs will identify if best practices are being implemented. In...	Zequeira, Jennifer	10/26/2016	Walkthrough reports, student data reports, and Year-at-a-Glance reports will be used to demonstrate proper monitoring.	5/31/2017 monthly
G1.B1.S1.MA1 🔑 M333230	The reading leadership team will meet with teachers during the grade level meetings to ensure...	Bonilla, Sergio	10/12/2016	MyOn reports, Lesson Plans, iReady reports	5/31/2017 monthly
G1.B1.S1.A1 🔑 A319923	The master schedule and the home learning plan will be adjusted to accommodate the changes....	Gonzalez, Carlos	10/3/2016	Workshop Schedule, Lesson Plans, Training Sign-In Sheets	5/31/2017 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The school's academic goal is to increase learning gains within the lowest 25% in Reading by providing a variety of texts utilized within the reading and ELA framework and to increase the independent reading opportunities for all students.

G1.B1 Aligning a variety of texts and increasing independent reading opportunities within an already busy school and home learning schedule.

G1.B1.S1 Incorporate programs, such as Readers Theater, into the workshop schedule. Replace some iReady home learning assignments with MyOn texts.

PD Opportunity 1

The master schedule and the home learning plan will be adjusted to accommodate the changes. Teachers will receive training on the utilization of MyOn and Readers Theater.

Facilitator

Jennifer Zequiera

Participants

All Reading teachers and paraprofessionals

Schedule

Quarterly, from 10/3/2016 to 5/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	**The master schedule and the home learning plan will be adjusted to accommodate the changes. Teachers will receive training on the utilization of MyOn and Readers Theater.**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2520	239-Other	1014 - Hive Preparatory School	School Improvement Funds	577.0	$1,000.00
			Notes: The costs reflect the purchasing of additional Readers Theater materials and materials purchased for MyOn and Readers Theater training (poster boards, markers, etc).			
					Total:	**$1,000.00**