Hive Preparatory School

2021-22 Schoolwide Improvement Plan

Table of Contents

Hive Preparatory School

5855 NW 171ST ST, Hialeah, FL 33015

www.hiveprep.org

Demographics

Principal: Carlos Gonzalez

Start Date for this Principal: 9/8/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	7%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (80%) 2017-18: A (75%) 2016-17: A (78%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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.

Table of Contents

Hive Preparatory School

5855 NW 171ST ST, Hialeah, FL 33015

www.hiveprep.org

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 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: School Information

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.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Gonzalez, Carlos	Principal	Contributes and Supervises the school's education plan, including the school budget. Ensures the proper staffing and support of the school's plan and supports the involvement of all stakeholders.
Zequeira, Jennifer	Principal	Contributes and Supervises the school's education plan, including the school budget. Ensures the proper staffing and support of the school's plan and supports the involvement of all stakeholders.
Bonilla, Sergio	Assistant Principal	Contributes to the creation, implementation, and support of the SIP. Primarily focuses on secondary school goals.
Gonzalez, Alejandra	Teacher, ESE	Primarily focuses on special education goals.

Demographic Information

Principal start date

Wednesday 9/8/2021, Carlos Gonzalez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

29

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

844

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	117	111	132	133	69	61	65	84	72	0	0	0	0	844
Attendance below 90 percent	10	9	4	8	1	1	8	8	3	0	0	0	0	52
One or more suspensions	5	2	1	0	0	0	0	0	0	0	0	0	0	8
Course failure in ELA	3	3	9	8	11	6	5	13	1	0	0	0	0	59
Course failure in Math	0	3	16	8	2	19	4	11	2	0	0	0	0	65
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	3	4	2	1	2	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	7	15	5	3	6	0	0	0	0	45
Number of students with a substantial reading deficiency	1	9	6	0	3	4	3	1	2	0	0	0	0	29

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	3	6	5	2	10	4	8	5	0	0	0	0	47

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	6	3	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/1/2021

2020-21 - As Reported

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	
Number of students enrolled	118	133	143	80	69	66	92	77	63	0	0	0	0	841
Attendance below 90 percent	1	2	3	0	0	0	2	3	1	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	2	5	0	0	0	0	1	1	0	0	0	0	10
Course failure in Math	1	2	2	0	1	0	2	5	1	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	1	8	0	3	17	14	12	10	0	0	0	0	65
Level 1 on 2019 statewide Math assessment	0	2	11	0	3	8	9	11	8	0	0	0	0	52

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	6	0	3	7	5	7	5	0	0	0	0	35

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	10	2	1	0	0	2	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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	
Number of students enrolled	118	133	143	80	69	66	92	77	63	0	0	0	0	841
Attendance below 90 percent	1	2	3	0	0	0	2	3	1	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	2	5	0	0	0	0	1	1	0	0	0	0	10
Course failure in Math	1	2	2	0	1	0	2	5	1	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	1	8	0	3	17	14	12	10	0	0	0	0	65
Level 1 on 2019 statewide Math assessment	0	2	11	0	3	8	9	11	8	0	0	0	0	52

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	6	0	3	7	5	7	5	0	0	0	0	35

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	10	2	1	0	0	2	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				81%	63%	61%	80%	62%	60%
ELA Learning Gains				72%	61%	59%	72%	61%	57%
ELA Lowest 25th Percentile				62%	57%	54%	65%	57%	52%
Math Achievement				88%	67%	62%	78%	65%	61%
Math Learning Gains				81%	63%	59%	65%	61%	58%
Math Lowest 25th Percentile				74%	56%	52%	54%	55%	52%
Science Achievement				86%	56%	56%	85%	57%	57%
Social Studies Achievement				93%	80%	78%	95%	79%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	72%	60%	12%	58%	14%
Cohort Comparison						
04	2021					
	2019	84%	64%	20%	58%	26%
Cohort Comparison		-72%				
05	2021					
	2019	86%	60%	26%	56%	30%
Cohort Comparison		-84%				
06	2021					
	2019	80%	58%	22%	54%	26%
Cohort Comparison		-86%				
07	2021					
	2019	74%	56%	18%	52%	22%
Cohort Comparison		-80%				
08	2021					
	2019	93%	60%	33%	56%	37%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	87%	67%	20%	62%	25%
Cohort Comparison						
04	2021					
	2019	89%	69%	20%	64%	25%
Cohort Comparison		-87%				
05	2021					
	2019	85%	65%	20%	60%	25%
Cohort Comparison		-89%				
06	2021					
	2019	84%	58%	26%	55%	29%
Cohort Comparison		-85%				
07	2021					
	2019	92%	53%	39%	54%	38%
Cohort Comparison		-84%				
08	2021					
	2019	72%	40%	32%	46%	26%
Cohort Comparison		-92%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	89%	53%	36%	53%	36%
Cohort Comparison						
08	2021					
	2019	73%	43%	30%	48%	25%
Cohort Comparison		-89%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	73%	19%	71%	21%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	63%	32%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Reading Grades K-8: iReady
Math Grades K-5: iReady
Science & Civics: Interim Assessments
Math 3-8: Topic Assessments

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	56	61	89
	Economically Disadvantaged	54	59	87
	Students With Disabilities	20	22	42
	English Language Learners	35	37	80
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	41	51	83
	Economically Disadvantaged	44	52	84
	Students With Disabilities	36	38	51
	English Language Learners	40	50	77

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	50	69	76
	Economically Disadvantaged	55	68	74
	Students With Disabilities	15	26	46
	English Language Learners	50	66	68
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	31	54	71
	Economically Disadvantaged	30	50	69
	Students With Disabilities	16	31	55
	English Language Learners	22	40	63

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	76	83	88
	Economically Disadvantaged	77	80	87
	Students With Disabilities	58	56	63
	English Language Learners	62	66	71
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	57	75
	Economically Disadvantaged	39	42	75
	Students With Disabilities	22	29	39
	English Language Learners	34	47	62

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	57	76
	Economically Disadvantaged	41	55	73
	Students With Disabilities	33	39	48
	English Language Learners	37	49	55
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26	64	71
	Economically Disadvantaged	28	64	70
	Students With Disabilities	21	32	32
	English Language Learners	21	59	69

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	52	61
	Economically Disadvantaged	44	44	57
	Students With Disabilities	25	19	34
	English Language Learners	36	46	56
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	47	46
	Economically Disadvantaged	32	49	47
	Students With Disabilities	18	20	15
	English Language Learners	24	33	40
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	36	61	63
	Economically Disadvantaged	33	62	62
	Students With Disabilities	8	26	30
	English Language Learners	31	57	60

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	62	74
	Economically Disadvantaged	51	61	76
	Students With Disabilities	17	23	48
	English Language Learners	25	50	64
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	80	90
	Economically Disadvantaged	46	82	90
	Students With Disabilities	33	66	85
	English Language Learners	41	74	75

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69	78	80
	Economically Disadvantaged	68	77	79
	Students With Disabilities	50	61	64
	English Language Learners	55	62	63
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49	76	79
	Economically Disadvantaged	48	70	74
	Students With Disabilities	36	36	39
	English Language Learners	29	55	63
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	33	74	92
	Economically Disadvantaged	36	72	92
	Students With Disabilities	15	55	84
	English Language Learners	27	60	90

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	66	70	81
	Economically Disadvantaged	60	64	80
	Students With Disabilities	55	59	66
	English Language Learners	47	52	67
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	63	66	80
	Economically Disadvantaged	69	69	80
	Students With Disabilities	28	33	65
	English Language Learners	33	49	78
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	36	56
	Economically Disadvantaged	31	33	51
	Students With Disabilities	11	29	31
	English Language Learners	20	25	52

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	34	52	42	46	43	9	33				
ELL	75	61	69	69	53	54	60	93			
BLK	78	66	68	71	58	33	59	95	64		
HSP	82	69	70	74	53	50	68	90	71		
FRL	80	67	70	72	51	44	64	93	68		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	41	48	53	56	65	50					
ELL	78	72	61	86	84	79	83	100			
BLK	74	71	61	84	74	61	76	87			
HSP	83	71	61	89	83	76	88	94	83		
FRL	80	72	60	86	81	71	85	94	81		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	44	43	37	56	58					
ELL	65	73	74	64	61	58		92			
BLK	78	69	75	74	60	43	88	100	90		
HSP	81	73	62	80	68	60	84	96	86		
WHT	83			50							
FRL	81	71	66	79	66	58	87	95	87		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	680
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	67
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	66
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA proficiency continued to maintain growth across all categories, including SWD and Lowest 25%.
All grade levels and subgroups decreased in proficiency for mathematics. Decreases were slight in all grade levels except for 5th grade and Algebra.
Science showed decreases in all subgroups for 5th, 8th, and Biology.
Civics scores maintained across all subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Mathematics across all grade levels, but with a special emphasis on 5th grade.
Science within 5th and 8th grades.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The number of students attending classes virtually directly impacted our math and science results.
A schedule where each student impacted is re-taught the math and science that was not learned last year, learn this year's math and science without interruption, and time for small group interventions on specific standards of interest.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

6th Grade Math and 4th grade reading.

What were the contributing factors to this improvement? What new actions did your school take in this area?

These grade levels had the highest in-person attendance. This attendance aligned with a half empty school allowed these students to receive additional support in all subjects.

What strategies will need to be implemented in order to accelerate learning?

Teach the "lost" standards without interrupting the current year's learning.
Adjust to student progress of these "lost" standards throughout the current school year.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

All K-5 teachers receiving math strategies professional development.
All middle school teachers receiving data management and student portfolio training. Teachers need to be able to track previous year's progress while identifying current year needs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Staff will be increased to support the lost learning programs.
Workshops/Interventions will continue to align to the needs of individual cohorts and subgroups.
Scheduling will be aligned to cohort needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	The school-wide math proficiency fell by 12 percentage points. 5th grade math proficiency was 46%.
Measurable Outcome:	Regain the math learning that was lost throughout the 20-21 school year while continue the learning goals of the current school year. Increase school-wide math proficiency by 5 percentage points from 75% to 80%.
Monitoring:	The school will follow the district's progress monitoring program for mathematics. Assessments will be given throughout the school year and specific adjustments will be made in response to the data. The "re-teach" program will create school-created assessments aligned the student's prior year's standards. Monthly analysis will be done to track progress.
Person responsible for monitoring outcome:	Jennifer Zequeira (jlzequeira@hiveprep.com)
Evidence-based Strategy:	Explicit, Systematic Instruction: lessons will clearly connect to previous learning to identify and track progress on both new knowledge and prior knowledge. Require verbalization from students and ensure that the process is learned. Scaffold lessons to identify where the support is needed most.
Rationale for Evidence-based Strategy:	As the school tries to teach current year standards and re-teach previous year's standards, the lessons must be coherent, build upon each other, engaging, and with clear instructions.

Action Steps to Implement

Lesson plan across grade levels to provide support of previous year's standards to current year teachers.
Conduct "colony" meetings more frequently to allow for conversations amongst subject specific teachers and admin and coaches.
Conduct "grading parties" to analyze data openly and collaboratively.

Person Responsible	Jennifer Zequeira (jlzequeira@hiveprep.com)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	The need to address the learning loss across so many grade levels and so many students, all staff must be prepared to conduct small group programming across multiple grade levels and subjects.
Measurable Outcome:	Increase in proficiency across all tested subjects and across all grade levels. Increase ELA by 1 percentage point: 81% to 82% Increase Math by 4 percentage points: 76% to 80% Increase Science by 5 percentage points: 63% to 68% Increase S. Studies by 1 percentage point: 92% to 93%
Monitoring:	The school will follow its annual assessment program that monitors all tested subject by way of baseline, midyear, and spring assessments. Small groups / workshops will be monitored by way of monthly school-created assessments and reviewed within colony meetings.
Person responsible for monitoring outcome:	Carlos Gonzalez (gonzalez-carlos@dadeschools.net)
Evidence-based Strategy:	Student Engagement and Explicit, Systematic Instruction
Rationale for Evidence-based Strategy:	Addressing two years within one year requires, structure, planning, and communication at greater levels than usual. These types of strategies will support the school throughout this endeavor.

Action Steps to Implement	

School-created PLC's will be hosted often to support the development of small group teaching skills, small group data analysis, and small group best practices.

Person Responsible	Sergio Bonilla (sbonilla@hiveprep.com)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Throughout the 20-21 school year, as students returned from virtual instruction, it was evident that social intelligence and social emotional needs were high. Student body language was different, student eye contact was lacking, student confidence within classroom participation was low, etc.. One concern is that these behaviors will leas to low attendance rates at school and at extracurricular activities.
Measurable Outcome:	Daily school attendance rates will increase from 93% to 96%.
Monitoring:	Daily attendance reports will be provided to all staff in an effort to inform all stakeholders.
Person responsible for monitoring outcome:	Sergio Bonilla (sbonilla@hiveprep.com)
Evidence-based Strategy:	Establishing positive relationships: the goal is to provide social emotional education that helps students and staff develop meaningful relationships that increase student confidence and emotional wellbeing.
Rationale for Evidence-based Strategy:	The school's Start with Hello program contains a robust program on establishing positive relationships and on how this can positively effect the school culture.

Action Steps to Implement

A social intelligence committee has been established to create, implement, support, monitor and adjust the program throughout the school year.
Workshops will be held throughout the school year, for all stakeholders, to support the in-school program and to promote/educate all for away from school programming.
End of year projects, for middle school, will be assigned to ensure the program is followed with fidelity.

Person Responsible	Sergio Bonilla (sbonilla@hiveprep.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The state average of incidents within combination schools was 1.6 per 100 students. HIVE Prep was not a part of the reporting due to that fact that no reports were submitted. This is accurate, in the previous school year, HIVE prep did not have any incidents to report.
With students returning to a "normal" year, the increase of incidents is expected. HIVE is implementing a social intelligence program within K-5 and will increase the impact of the 6-8 Advising program. Both programs focus on student mental health, concern for others, and community involvement. The goal is to engage students in mental health and social programming to allow for as many teachable moments as possible.
The school's incidents of in-door suspensions, especially within the primary grade levels, is the targeted data group. A decrease of 10 percentage points is the goal and the engagement of the social intelligence program is the strategy to support this goal.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school places a positive school culture and environment as its top priority each school year. Thus, it aligns is mission of high expectations, inquisitiveness, versatility and excellence to school culture and environment in the same way that it does its academic progress.
Staff: an open communication/ open door policy is evident on a daily basis. The purpose is to encourage an "accept responsibility" environment. The school administration ensures the inclusion of this topic within each faculty/staff meeting with a key emphasis on everyone accepting responsibility for the positive culture of the school.
Students: the social intelligence program and advising program within elementary and middle school respectively are directly aligned to the goal of a positive school culture and environment. These programs place an emphasis on understanding oneself, caring about others, listening to others, community involvement, and inclusiveness.
Parents/Community: the school is aggressive with communication with all stakeholders because it believes that the first line of a positive culture is open and honest information sharing. With this information, the school provides committees, groups, and individual opportunities to engage with all stakeholders.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All stakeholders are responsible for promoting a positive culture and environment at the school. If all stakeholders accept this responsibility and communication between all stakeholders is open and honest, a positive culture and environment is possible.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math				$104,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	1014 - Hive Preparatory School	General Fund	2.0	$104,400.00
			Notes: One additional math teacher and one additional science teacher to provide instruction and support specifically targeting learning loss from the previous school year.			

2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	690-Computer Software	1014 - Hive Preparatory School	Title, I Part A		$30,000.00
			Notes: Osmo: an interactive learning program that is targeted to address math and science skills within the primary grade levels.			
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$0.00
					Total:	$134,400.00