Herbert C. Hoover Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Herbert C. Hoover Middle School

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http://www.hoover.brevard.k12.fl.us

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

At Hoover Middle School, our mission is to help students meet challenges and achieve personal and academic excellence.
(Revised 2022-2023)

Provide the school's vision statement.

Hoover Middle School is an inclusive learning community, fostering individuals fully engaged in education and growth. We empower students to excel academically, build character, and contribute to their community.
(Revised 2022-2023)

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Ferreira, Paloma	Principal	Principal is responsible for the school vision and mission. Additionally, principal is responsible for supervising the leadership team in analyzing school wide data, identifying areas of strength/improvement, and developing an action plan. Finally, the principal is responsible for presenting and leading collaboration among stakeholders and to finalize the SIP document.
Callinan, Brian	Assistant Principal	The assistant principal is responsible for reviewing previous student data in an effort to prepare the master schedule that places students in appropriate classes to inspire academic growth and success. Throughout the year the assistant principal also presents school wide-data to stakeholders, analyzing how the data represents students' academic development. The assistant principal also works with the leadership team in identifying areas of focus and developing an action plan. Finally, the assistant principal monitors the action plan and evaluates its impact on students' academic progress.
Patterson, JoAnne	Dean	The dean is responsible for maintaining the safety and organization of the campus by upholding the Brevard Public School- Student Code of Conduct. The dean presents discipline and attendance data to the leadership committee. The dean is also responsible for analyzing the data and discussing how it can impact students' academic progress. Further, the dean collaborates with the leadership team in making school-wide decisions and presenting the SIP to stakeholders.
Carlo-Coryell, Doreen	Reading Coach	Our reading coach works closely with administration to support literacy for all students. The reading coach is responsible for identifying trends in data and develop interventions to support targeted students. Additionally, our reading coach works alongside the English Language Arts department, developing opportunities to acknowledge and celebrate student growth throughout the school year.
McCune, Gay Leigh	SAC Member	Gay Leigh McCune is the President of our School Advisory Committee who is responsible for scheduling and monitor participation involvement throughout the school year. The SAC provides continuous feedback to school administration about decisions made which will directly impact our campus.

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

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

Administration sought feedback from staff and parents through small meetings in the development of the school improvement plan through individual meetings with the principal and discussions at faculty meetings. Additionally, parents provided insight to administration at "Coffee with the Principal," during the early middle weeks of summer. Draft copies of the School Improvement Plan were presented to our School Advisory Council to collect feedback, insight and guidance from all members.

In 2023

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan will be monitored throughout the school year by a team of teachers in coordination with administration. This group of teachers will meet quarterly to identify the fidelity in which our SIP is being implemented on campus by reviewing student data, and agendas.

At the end of each quarter student specific student data such as grades, test progress, discipline and attendance information will be presented to staff at faculty meetings. This will allow staff to identify needs of all students while and make adjustments accordingly to accommodate the needs of all students throughout the school year.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	21%
2022-23 Economically Disadvantaged (FRL) Rate	38%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 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) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	

DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	42	14	56
One or more suspensions	0	0	0	0	0	0	0	19	19	38
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	5	6	11
Course failure in Math	0	0	0	0	0	0	0	6	4	10
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	25	28	53
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	32	14	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	4	2	6

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	0	0	0	0	0	0	23	15	38

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

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

Prior Year (2022-23) As Initially 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 days	0	0	0	0	0	0	0	26	27	53
One or more suspensions	0	0	0	0	0	0	0	12	27	39
Course failure in ELA	0	0	0	0	0	0	0	10	17	27
Course failure in Math	0	0	0	0	0	0	0	13	23	36
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	20	38	58
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	19	24	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	45	42	87

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	0	0	0	0	0	0	0	25	45	70

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	0	0	0	0	0	0	0	26	27	53
One or more suspensions	0	0	0	0	0	0	0	12	27	39
Course failure in ELA	0	0	0	0	0	0	0	10	17	27
Course failure in Math	0	0	0	0	0	0	0	13	23	36
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	20	38	58
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	19	24	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	45	42	87

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	0	0	0	0	0	0	0	25	45	70

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	67	51	49	64	50	50	66		
ELA Learning Gains				51			50		
ELA Lowest 25th Percentile				35			36		
Math Achievement*	67	55	56	65	33	36	67		
Math Learning Gains				44			43		
Math Lowest 25th Percentile				38			35		
Science Achievement*	60	47	49	69	53	53	63		
Social Studies Achievement*	79	67	68	78	48	58	85		
Middle School Acceleration	71	69	73	75	36	49	68		
Graduation Rate					48	49			
College and Career Acceleration					71	70			
ELP Progress		47	40		72	76			

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.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	344
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	519
Total Components for the Federal Index	9
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	2	
ELL	57			
AMI				
ASN				
BLK	39	Yes	2	
HSP	58			
MUL	65			
PAC				
WHT	71			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
FRL	57			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	33	Yes	1	
ELL	44			
AMI				
ASN				
BLK	26	Yes	1	1
HSP	54			
MUL	62			
PAC				
WHT	60			
FRL	48			

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

2022-23 ACCOUNTABILITY 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 2021-22**	**C & C Accel. 2021-22**	**ELP Progress**
All Students	67			67			60	79	71			
SWD	35			39			28	51	40		5	
ELL	50			63							2	
AMI												
ASN												
BLK	39			33				45			3	
HSP	60			62			40	73	57		5	
MUL	67			65			64				3	

Subgroups	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
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
PAC												
WHT	70			69			63	83	72		5	
FRL	57			55			47	67	60		5	

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	64	51	35	65	44	38	69	78	75			
SWD	21	33	25	36	39	23	29	55	32			
ELL	39	41		50	39			30	64			
AMI												
ASN												
BLK	20	12	18	25	29	27	40		36			
HSP	57	53	33	54	40	47	68	62	74			
MUL	69	67		53	50				69			
PAC												
WHT	67	51	36	70	46	41	70	83	77			
FRL	53	39	30	51	38	31	59	66	62			

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	ELP Progress
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	66	50	36	67	43	35	63	85	68			
SWD	27	26	16	31	39	32	24	60	28			
ELL	60	30		70	60							
AMI												
ASN												
BLK	33	50		43	57	64		67				
HSP	59	58		74	54		59	87	77			
MUL	68	42		71	33		73	45	92			
PAC												
WHT	67	49	32	67	40	31	63	89	66			
FRL	55	46	35	54	37	39	48	75	56			

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.
<u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide
assessments</u>.

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	68%	53%	15%	47%	21%
08	2023 - Spring	60%	52%	8%	47%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	69%	58%	11%	48%	21%
08	2023 - Spring	31%	38%	-7%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	60%	48%	12%	44%	16%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	51%	16%	50%	17%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	50%	47%	48%	49%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	69%	9%	66%	12%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

While there is a small improvement from 2022 (up from 21%). ELA Achievement amongst our SWD's at 24% of student testing on grade level for Progress Monitoring 3. This is in line with our trend over the last three tested years. Putting a new team together last year impacted the growth of student achievement within our ELA courses. While the push-in model is not new to Hoover it was to our team of teachers. A strong foundation was laid and as teachers worked together, we better understood the impact the model can have on learning.

Additionally, a learning curve took place with the implementation of FAST testing and understanding what challenges the new assessment introduced. As a campus we learned, together, how to interpret the data provided by each of the FAST Progress Monitoring sessions and how these data could be used to drive our instructional decisions.

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

Hoover's greatest decline took place in our 8th grade Science assessment declining to 60% achievement, down from 67% the year before. Despite making progress in the PLC process, the science department faced adversity when one teacher retired, and an additional teacher found new employment. Both positions were filled in a reasonable time but the transition in teaching style impacted progress, and ultimately students mastery of standards.

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.

The data component with the greatest gap compared to the state average 24 is the ELA achievement of our SWD. This is a continuous trend in the last few years at Hoover as we continuously work to improve instructional strategies in the classrooms with out SWD population, in addition to focusing on appropriately scheduling all SWD's.

Which data component showed the most improvement? What new actions did your school take in this area?

Our 7th grade Math achievement showed the greatest improvement this year, despite implementation of new curriculum and standards. Improving from 55% in 2022, to 69% in 2023. Last year administration focused on placing 7th grade students more appropriately in math courses, reviewing more individual student data from previous years. Additionally, targeted tutoring focused specifically on developing fundamental math skills with individual practice.

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

Two potential areas for concern regarding EWs data are students who have received one or more suspensions with, 54 students, and students who achieved a Level 1 on ELA (50) and Math(43). All factors involved roughly 10% of our student population.

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

1. Improve ELA Achievement for SWD's and Black or African American students in seventh and eighth grade.
2. Maintain upwards trend in grade 7 math achievement.
3. Improving the B.E.S.T. Algebra and 8th grade Science EOC Pass rate.

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

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA achievement of our African American student population showed 39% of our students are working on or above grade level, in comparison to 66% of our population of white students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our percentage of African American students working on grade level will increase 5%, bringing the percect of students on grade level to 44%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Our MTSS team comprised of the Assistant Principal-curriculum,Assistant Principal-Dean, Literacy, School Counselor, and Testing Coordinator will meet bi-weekly reviewing student data, to include specifically our African American student population.

Person responsible for monitoring outcome:

Brian Callinan (callinan.brian@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In targeted tutoring sessions, teachers work one on one, or in small group settings to accelerate learning by exposing students to components of upcoming lessons prior to the core courses. Homeroom teachers across subject areas will use skill activities, common literacy strategies or online, adaptive programs to identify areas of growth for students, then create lessons to accelerate learning of those students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The school-wide resources for homeroom and targeted tutoring are selected from research-based literacy strategies, acceleration tools and district-vetted software programs such as System44, Read180, and ALEKS for math courses.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Schedule all students with similar areas of support needed into Homerooms where instruction is focused on supporting areas for growth base on previous, and continuing data throughout the school year. Adjustments will be made to further support each student with academic acceleration in mind.

Person Responsible: Brian Callinan (callinan.brian@brevardschools.org)

By When: Adjustments will be made after each assessment, Read180 inventory, or State assessments of Progress monitoring.

MTSS Team will meet bi-weekly to discuss progress of specifically targeted Black/AA students with emphasis on data provided by various resources such as READ180, and state assessments. Insight will be collected from, and provided to various stakeholders to improve student achievement in ELA.

Person Responsible: Brian Callinan (callinan.brian@brevardschools.org)

By When: Meetings will take place throughout the course of the year, continuously addressing student progress

Core subject teachers will collaborate for three full school days. In support of ELA growth, each group of teachers will identify areas of growth for our targeted students and develop instructional plans for increased student achievement.

After quarter one and three, teachers will collaborate for a half-day to review student grades and course work, identifying areas of adjustment within instructional and academic supports for specifically targeted students.

Person Responsible: Brian Callinan (callinan.brian@brevardschools.org)

By When: All core subjects are provided three days of collaboration. 1 days after PM 1 and 2 and a half day after quarter 1 and 3.

Hoover will implement, "The A List," academic vocabulary, a district developed, research supported, resource of assessment vocabulary. ELA teachers will teach mini-lessons. All other teachers will use consistent academic language and support ELA by implementing the vocabulary through their specific subject.

There are 15 words, which will be included in parent newsletters, encouraging conversations between all stakeholders. The following vocabulary will be taught to students:

Week 1. Compare/Contrast
Week 2. Organize & Develop
Week 3. Argue & Support
Week 4. Explain & Interpret
Week 5. Determine & Integrate
Week 6. Analyze & Describe
Week 7. Summarize & Evaluate
Week 8. Transform & Imagine.

Our literacy coach will work with various teachers to support students understanding of assessment vocabulary.

Person Responsible: Doreen Carlo-Coryell (carlo-coryell.doreen@brevardschools.org)

By When: This pattern will happen three times throughout the school year for all students to continuously be exposed to assessment vocabulary.

The Hoover Literacy team comprised of our principal, assistant principal, dean, literacy coach, media center specialist, will conduct Affirmative walk-throughs in teams of 2-3 to identify strengths and areas of growth as it pertains to newly implemented "A-List" vocabulary, as well as, instructional practices. Administration will provide feedback to teachers about our observations, and discuss our findings in the bi-weekly MTSS meetings for the purpose of growth and adjustment.

Person Responsible: Brian Callinan (callinan.brian@brevardschools.org)

By When: Continuously throughout the school year.

Any student previously scoring a level 1, 2, or low 3 on state assessments will complete the READ180 reading inventory to identify their reading Lexile. Students reading below grade level are placed in intensive reading to ensure growth in reading comprehension. Identified students will be placed in System-44 to increase vocabulary and phonemic understanding due to an extremely below grade level reading Lexile.

Person Responsible: Doreen Carlo-Coryell (carlo-coryell.doreen@brevardschools.org)

By When: September, December and April reading inventory windows as established by the district.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students' with Disabilities are under performing on Hoover campus with only 24% achieving on, or above grade level on the State Assessment, Progress Monitoring 3- ELA Achievement. Comparatively, 67% of non-SWD achieved on or above grade level.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For SWDs, the gap in of ELA achievement will decrease 10%, to a 44% achievement, and the gap in math will decrease 10% (33% gains).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Hoover's ESE team, comprised of the Assistant Principal, ESE-Coordinator, Literacy Coach, Case Managers and School Counselor will meet bi-weekly to review student progress data; Progress Monitoring 1, 2, and 3, as well as, Reading inventory 1, 2, and 3. Additionally, grades, student work, behavior and and attendance will be reviewed. Case managers will collect input from their assigned caseload of students on Fridays, in an effort to provide insight when they collaborate with the ELA and Math PLC's to determine students' progress every four weeks and make recommendations for homeroom and targeted intervention adjustments.

During bi-weekly meetings, instructional feedback from classroom and campus observations will be shared with the team by administration.

Person responsible for monitoring outcome:

Brian Callinan (callinan.brian@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Case Managers and teachers identify specific students to participate in various small group activities allowing students to receive more individual attention focusing on increasing the depth at which students understand, and essentially master the standards. Additionally, students needing more individual attention, or one-on-one instructional will participate in targeted tutoring sessions where case managers or teachers will accelerate learning with standard specific instruction, identified by the use of adaptive programs (Read 180- Systems-44, and ALEKS), or state assessment.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Adaptive learning software and state assessment will support thorough identification of specific needs for each individual student, while simultaneously providing support in the identified areas.

Small group instruction allows teachers to work closely with students in an effort to increase learning in an effort to increase mastery of all standards.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ESE Team comprised of assistant principal, ESE support specialist, school counselor and case managers meet to discuss progress of all SWD, with emphasis on data provided by various resources such as READ180, and state assessments. Insight will be collected from, and provided to various stakeholders to improve student achievement in ELA.

When students need additional support, we will identify specific interventions to put in place with the goal of growth in ELA.

Person Responsible: Brian Callinan (callinan.brian@brevardschools.org)

By When: Bi-weekly throughout the course of the year.

Push-in support teachers will collaborate with core subject teachers for three full school days. In support of ELA growth, each group of teachers will identify areas of growth for our targeted students and develop instructional plans for increased student achievement.

After quarter one and three, teachers will collaborate for a half-day to review student grades and course work, identifying areas of adjustment within instructional and academic supports for specifically targeted students.

Person Responsible: Brian Callinan (callinan.brian@brevardschools.org)

By When: All core subjects are provided three days of collaboration. 1 days after PM 1 and 2 and a half day after quarter 1 and 3.

Case managers are provided additional planning on Fridays to allow time for individual data review, collaboration with gen-ed teachers, and meetings with students. The time will allow case managers to collect input from teachers and students about educational progress and identify potential plans for greater improvement.

Person Responsible: Brian Callinan (callinan.brian@brevardschools.org)

By When: Weekly throughout the entire school year.

Hoover will implement, "The A List," academic vocabulary, a district developed, research supported, resource of assessment vocabulary. ELA teachers will teach mini-lessons. All other teachers will use consistent academic language and support ELA by implementing the vocabulary through their specific subject.

There are 15 words, which will be included in parent newsletters, encouraging conversations between all stakeholders. The following vocabulary will be taught to students:

Week 1. Compare/Contrast
Week 2. Organize & Develop
Week 3. Argue & Support
Week 4. Explain & Interpret
Week 5. Determine & Integrate
Week 6. Analyze & Describe
Week 7. Summarize & Evaluate
Week 8. Transform & Imagine.

Our literacy coach will work with various teachers to support students understanding of assessment vocabulary.

Person Responsible: Doreen Carlo-Coryell (carlo-coryell.doreen@brevardschools.org)

By When: This pattern will happen three times throughout the school year for all students to continuously be exposed to assessment vocabulary.

The Hoover Literacy team comprised of our principal, assistant principal, dean, literacy coach, media center specialist, will conduct Affirmative walk-throughs in teams of 2-3 to identify strengths and areas of growth as it pertains to newly implemented "A-List" vocabulary, as well as, instructional practices. Administration will provide feedback to teachers about our observations, and discuss our findings in the bi-weekly MTSS meetings for the purpose of growth and adjustment.

Person Responsible: Brian Callinan (callinan.brian@brevardschools.org)

By When: Continuously throughout the school year.

Any student previously scoring a level 1, 2, or low 3 on state assessments will complete the READ180 reading inventory to identify their reading Lexile. Students reading below grade level are placed in intensive reading to ensure growth in reading comprehension. Identified students will be placed in System-44 to increase vocabulary and phonemic understanding due to an extremely below grade level reading Lexile.

Person Responsible: Doreen Carlo-Coryell (carlo-coryell.doreen@brevardschools.org)

By When:

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Parent survey results indicated a positive response in the following categories: feeling welcome at school, effectiveness of school's information being sent online and information being sent from the principal. Areas of improvement included: Increase in parent/teacher communication, and more resources relating to classroom assistance. Weekly parent academic resources will be sent with the Principal's newsletter to provide extra resources for parents to help their children with standards. Student data from Youth Truth indicates that we showed a decrease in the following categories as it pertains to environment, and culture: school safety, overall culture, and relationships.

Insight Survey data highlighted areas of strength that included "Leadership" and "Professional Development" Target areas for improvement include "learning environment" and "academic opportunity."

Student voice and faculty concerns will continue to drive administrative decisions team. At regularly held meetings, a system of process checks take place to ensure review of data is taking place. Administration will monitor discipline concerns as it relates to safety among the campus, as well as, identify behavior patterns of all students, in addition to academic progress of specific sub-groups.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

YouthTruth data will show an increase in student belonging and safety, which will simultaneously will improve insight survey data in the areas of "Learning environment."

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Student voice and faculty concerns will continue to drive administrative decisions team. At regularly held meetings, a system of process checks take place to ensure review of data is taking place. Administration will monitor discipline concerns as it relates to safety among the campus, as well as, identify behavior patterns of all students, in addition to academic progress of specific sub-groups.

Person responsible for monitoring outcome:

JoAnne Patterson (patterson.joanne@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

These focus areas will be addressed by reinforcing behavioral expectations through PBIS, developing positive relationships with students, and raising the level of rigor in daily instruction. Monthly PBIS team meetings will include specific action analysis of which practices are most effective. Additionally, in an effort to improve our environment and overall culture, Hoover will implement its own version of "Student Voice," allowing students to express their concerns in the specific fields identified on the Youth Truth survey. Each administrator will have a
different student leadership group, focused on varying facets of our campus, including the following: identifying students' campus concerns, creating a safe space to respectfully explain feelings and opinions, and working with students to teach them how to advocate for change.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Hoover continues to further implement PBIS with fidelity on campus. In observations on campus, student behaviors are improving due to establish processes and expectations. Students are praised for positive behaviors and corrected when needed.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The PBIS team meets monthly to review discipline data, specifically identifying trends in location, time, and frequency of behaviors. The goal is to identify solutions to positively adjust students behaviors with praise and use of hawk tickets. The findings and conversation is then share at the next faculty meeting in an effort to keep staff and teachers updated.

Person Responsible: JoAnne Patterson (patterson.joanne@brevardschools.org)

By When: Monthly throughout the school year.

Students are provided Hawks tickets when they are identified as doing anything outlined in our Hawk Code of Conduct. These Hawk tickets allow students to purchase items in the Hawk Store which is stocked with supplies and items that students have expressed a desire for.

The Hawk Store is managed by a group of parents volunteers who monitor to transactions that take place each week. This group of parents continuously updates Ms. Patterson about the trending items in an effort to keep students engaged in classes gaining more Hawk Tickets.

Person Responsible: JoAnne Patterson (patterson.joanne@brevardschools.org)

By When: Every Friday throughout the school year.

Selection for "Hawk of the Month," and "Top Hawk," are based on the Hawk Code of Conduct, "Hawks are: Respectful, Responsible, and Ready to Learn." When students exhibit these behaviors teachers nominate them as, "Hawk of the Month." Student are praised and receive an invitation to, "Hawk Rock." Additionally, out of Hawks of the Month," a single student is identified as "Top Hawk," for going above and beyond.

Person Responsible: JoAnne Patterson (patterson.joanne@brevardschools.org)

By When: Monthly

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase grade level achievement in FAST Mathematics (Grade 7 and 8), which will also simultaneously increase our Algebra preparedness for all students. Last year 61% of all students achieved proficiency in mathematics on our campus; 69% of grade 7 students were on grade level, with 31% of our grade 8 students on grade level.

In both courses, our focus is to develop fundamental math skills to further prepare all students for Algebra. With the focus goal of students passing the Algebra EOC to graduate high school we want to ensure they are prepared when they are placed. Our 7th grade achievement will prepare students to take Algebra in 8th grade, thus completing the credit and passing the EOC prior to high school enrollment. While our 8th grade students will enroll in high school more prepared for Algebra in grade 9.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall Math proficiency will increase by 5% to 66% overall.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Our MTSS team comprised of the Assistant Principal-curriculum,Assistant Principal-Dean, Literacy, School Counselor, and Testing Coordinator will meet bi-weekly reviewing student data, to include specifically our African American student population.

Person responsible for monitoring outcome:

Brian Callinan (callinan.brian@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The team will work together to utilize small group instruction in the classroom. Our Math teachers work closely with with push-in support to provide specific support to all students. Push-in support will provide ESE service minutes to required students allowing the classroom teacher to specifically target the needs of general education students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The utilization of small group instructions allows the classroom teacher to focus on specific instruction for all students, while the push in support provides individualized instruction to required students. Additionally, the students have a small group environments to test allowing for greater focus within the learning environment and deeper understanding of fundamental math skills.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review all student data thoroughly to appropriately place students in math courses as necessary. Data review included math proficiency, as well as, ELA. In addition, grades and attendance data is review to ensure students work ethic and period of time they receive instruction is accounted for. Teachers provide valuable input toward students that were considered "borderline."

Person Responsible: Brian Callinan (callinan.brian@brevardschools.org)

By When: Beginning of school year, reviewed after progress monitoring 1 and remainder of the first semester.

MTSS Team will meet bi-weekly to discuss progress of specifically identified students with emphasis on data provided by various resources such as ALEKS, and state assessments. Insight will be collected from, and provided to various stakeholders to improve student achievement in mathematics, and increase algebra preparedness.

Person Responsible: Brian Callinan (callinan.brian@brevardschools.org)

By When: Bi-Weekly

Teachers utilize ALEKS in their classrooms as a means to support all instruction. This adaptive software supports growth in mathematic by identifying areas of growth for each student as they work through additional practice problems. Each teachers require a specific amount of time within their classroom and utilize the data to select instructional practices within the classroom.

Person Responsible: Paloma Ferreira (ferreira.paloma@brevardschools.org)

By When: On going

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Hoover's leadership team meets at the start of the school year to review adult schedules, personnel, instructional materials, and technology resources to ensure alignment with needs of IEP's of Students with Disabilities and Gen Ed Students. The schedule of both ESE and GenEd teachers are aligned and maximized to ensure students get the highest quality of support. This includes scheduling for collaborative planning, core instruction, intervention and time on technology with support programs.

In an effort to specifically target our SWD population, all Push-In support teachers are provided an additional day to communicate with students, teachers, and parents/guardians. This will keep all stakeholders informed of student progress in their core classes.

Teachers are allotted additional planning time to collaborate with their departments. When this takes place, the district resource teacher visit to provide insight and guidance into specific curriculum elements that teachers can utilize when working with targeted groups of students, specifically our Black and SWD population.

A group of core teacher provide targeted tutoring to specifically identified students. In these sessions, instruction focused on specific strands and standards will continue to inspire academic growth in our most struggling learners.