

Miami-Dade County Public Schools

Hammocks Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Hammocks Middle School

9889 HAMMOCKS BLVD, Miami, FL 33196

<http://hammocks.dadeschools.net/>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

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.

Through a cross curricular, interdisciplinary approach, students will be given the necessary tools and nurturing so they may produce individualized growth and ultimately reach their highest potential.

Provide the school's vision statement.

The Hammocks Middle School community will develop students into confident, well-balanced and independent young people who will strive toward high academic standards.

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
Bonilla, Nicolina	Assistant Principal	Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the District approved curriculum program in light of individual school needs. Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short range plans for the school. Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal.
Correa, Maritza	Principal	Direct and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.
Perez, Kerra	School Counselor	Provides advice and helpful resources to students regarding certain personal and academic situations. Their main duties include offering counseling to students or Teachers, conducting group counseling sessions to help students develop their personal and academic skills and providing career advice and guidance to middle school students.
Llano-Scherker, Beatriz	Other	The Verizon Innovative Learning Schools (VILS) instructional coach is a full-time position with the primary responsibility for implementation of the VILS program at the school level. The VILS coach provides teachers with pedagogical support to effectively leverage technology in the classroom.

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.

The Educational Excellence School Advisory Council (EESAC) meets each month to monitor and discuss the School Improvement Plan (SIP). The EESAC is comprised of students, parents, business partners, faculty, clerical staff, and administrative team members. All stakeholders are provided the data needed to write the SIP goals and strategies. They work collaboratively to create an action plan and monitor progress each month. All departments collect evidence of all progress to present to the EESAC and to the faculty during twice monthly faculty meetings.

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 (SIP) will be regularly monitored to ensure effective implementation and measure its impact on student achievement, particularly for those with the greatest achievement gap. The SIP is on the agenda during all leadership, department, parent, and faculty meetings. This will involve:

- Collecting and analyzing relevant data on student achievement.
- Monitoring progress through formative assessments and data reviews.
- Engaging stakeholders, including teachers, administrators, students, parents, and community members.
- Conducting evaluations to assess the plan's effectiveness.
- Revising the SIP based on evaluation findings and ongoing monitoring.
- Providing professional development and support for teachers and staff.
- Maintaining transparent communication throughout the process.

By following these steps, the school will continuously monitor and improve the SIP and work towards increasing student achievement and narrowing the achievement gap.

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 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	88%
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) 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: B

	2018-19: B 2017-18: B
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	10	13	22	45
One or more suspensions	0	0	0	0	0	0	0	9	11	20
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	0	0	4
Course failure in Math	0	0	0	0	0	0	12	4	2	18
Level 1 on statewide ELA assessment	0	0	0	0	0	0	44	44	58	146
Level 1 on statewide Math assessment	0	0	0	0	0	0	38	49	54	141
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	56	75	98	229

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	33	40	47	120

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	0	2	2
Students retained two or more times	0	0	0	0	0	0	0	0	3	3

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	6	11	29	46
One or more suspensions	0	0	0	0	0	0	0	32	48	80
Course failure in ELA	0	0	0	0	0	0	7	1	2	10
Course failure in Math	0	0	0	0	0	0	28	12	9	49
Level 1 on statewide ELA assessment	0	0	0	0	0	0	34	43	83	160
Level 1 on statewide Math assessment	0	0	0	0	0	0	44	44	86	174
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	50	50	84	184

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	36	37	86	159

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	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	2	2

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	6	11	29	46
One or more suspensions	0	0	0	0	0	0	0	32	48	80
Course failure in ELA	0	0	0	0	0	0	7	1	2	10
Course failure in Math	0	0	0	0	0	0	28	12	9	49
Level 1 on statewide ELA assessment	0	0	0	0	0	0	34	43	83	160
Level 1 on statewide Math assessment	0	0	0	0	0	0	44	44	86	174
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	50	50	84	184

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	36	37	86	159

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	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	2	2

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*	59	56	49	54	55	50	45		
ELA Learning Gains				58			47		
ELA Lowest 25th Percentile				45			44		
Math Achievement*	54	60	56	53	43	36	36		
Math Learning Gains				60			31		
Math Lowest 25th Percentile				53			41		
Science Achievement*	52	55	49	45	54	53	35		
Social Studies Achievement*	90	72	68	75	64	58	68		
Middle School Acceleration	82	74	73	80	56	49	62		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	74	50	40	64	77	76	47		

* 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	0
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	587
Total Components for the Federal Index	10
Percent Tested	100
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	54			
ELL	59			
AMI				
ASN	78			
BLK	63			
HSP	68			
MUL				
PAC				
WHT	59			

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	63			

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	32	Yes	3	
ELL	51			
AMI				
ASN	81			
BLK	67			
HSP	58			
MUL				
PAC				
WHT	63			
FRL	57			

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	59			54			52	90	82			74
SWD	32			26			26	85	100		5	
ELL	49			40			33	84	74		6	74
AMI												
ASN	73			82							2	
BLK	67			58							2	
HSP	59			52			50	92	80		6	72
MUL												

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
PAC												
WHT	53			65							2	
FRL	56			48			49	88	80		6	55

2021-22 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	54	58	45	53	60	53	45	75	80			64
SWD	25	38	34	21	36	41	5	54				
ELL	42	52	46	41	53	45	29	64	76			64
AMI												
ASN	79	69		100	75							
BLK	61	82		59	65							
HSP	52	57	45	51	59	53	44	74	77			63
MUL												
PAC												
WHT	57	53		65	75							
FRL	51	55	44	50	59	53	39	73	81			62

2020-21 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	45	47	44	36	31	41	35	68	62			47
SWD	15	28	25	15	27	44	19	42				
ELL	36	46	47	29	29	34	19	60	57			47
AMI												
ASN	75	63		75	41							
BLK	35	54		35	62							
HSP	44	46	45	33	29	39	31	67	57			46
MUL												
PAC												
WHT	44	43		63	36							
FRL	42	45	44	32	28	41	31	65	55			44

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	52%	50%	2%	47%	5%
08	2023 - Spring	44%	51%	-7%	47%	-3%
06	2023 - Spring	44%	50%	-6%	47%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	46%	58%	-12%	54%	-8%
07	2023 - Spring	25%	48%	-23%	48%	-23%
08	2023 - Spring	51%	59%	-8%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	23%	40%	-17%	44%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	56%	37%	50%	43%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	52%	43%	48%	47%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	65%	12%	63%	14%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	68%	6%	66%	8%

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.

According to the 8th Grade Science Assessment data from 2022-2023, the data decreased from 41% to 34% which is a 7 percentage point decrease. In order to support our Acceleration percentage, we placed almost all of the students who earned a level 3 on the 2021-2022 FSA Reading Exam in Biology, instead of Comprehensive Science 3. As a result, the majority of our higher performing students took the Biology EOC instead of the 8th Grade Science Assessment, which had a negative impact on our 8th Grade Science Scores. Additionally, the new assessment may have been the reason why 43% of all 2022-2023 students scored proficient on the PM3 F.A.S.T. Mathematics Assessment, compared to 45% the prior year on the FSA.

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

Thirty-four percent of our students in 2022-2023 scored proficient on the 8th Grade Science Assessment compared to 41% during the 2021-2022 school year. In order to help our Acceleration percentage, we placed almost all of the students who earned a level 3 on the 2021-2022 FSA Reading Exam in Biology, instead of Comprehensive Science 3. This group of students showed that they were up to the rigors of the Biology curriculum. As a result of this placement, the majority of our higher performing students took the Biology EOC instead of the 8th Grade Science Assessment, which had a negative impact on our 8th Grade Science Scores.

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.

Thirty-four percent of our students scored proficient on the 8th Grade Science Assessment in 2022-2023, which is 13% below the state average of 47% proficient. In order to help our Acceleration percentage, we placed almost all of the students who earned a level 3 on the 2021-2022 FSA Reading Exam in Biology, instead of Comprehensive Science 3. As a result, the majority of our higher performing students took the Biology EOC instead of the 8th Grade Science Assessment, which had a negative impact on our 8th Grade Science Scores.

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

According to the Civics EOC dirty data from 2022-2023, the Civics EOC dirty data decreased one percentage point from 75% in 2021-2022 to 74% in 2022-2023. All 7th grade students were taught by the same highly effective teacher, who implemented a Blended Learning curriculum supported by the school's Verizon Innovative Learning Schools (VILS) technology initiative and collaborative teaching visits by the VILS Coach. The teacher consistently analyzed inhouse assessment data and adjusted the course offerings with fidelity. Data Chats were conducted after each mini-assessment and specific standards were reviewed again in detail based on the data. The school also offered an afterschool Civics Bootcamp four times a week to students.

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

During the 2022-2023, 23% of our students had 16 or more absences while 20% of our students had 10-14 absences. As a result, attendance is our greatest area of concern regarding EWS. Loss of teachable contact hours due to student absences, impacts achievement across the curriculum. Once students return from absences, they are not only at a loss due to the material that was missed, but they are also behind in the content being covered that day. This leads to lower academic success and potential course failure. Course failures have also been linked to increased misbehavior and higher future drop-out rates. In order to address this concern, the counselors, attendance clerk, and administration will review the attendance bulletins each day to ensure students are not incorrectly marked absent. Personal phone calls home will be made to find out why the students are absent. The counselors will create files for students who have a pattern of absences. Conferences with parents and students will be conducted. When necessary, the social worker will get involved, as well.

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

In order to ensure that our percent of students who score proficient increases during the 2023-2024 school year, an action plan is needed to monitor student progress, to provide teachers with opportunities to plan collaboratively, and to provide students with ongoing incentives as they reach their academic goals.

This goal will be achieved through ongoing Progress Monitoring during the monthly data chats led by the administrative team and attended by all members of the leadership team. Once data is analyzed, instruction will be adjusted, and strategies will be developed to fill learning gaps. Strategic Collaborative Planning will also support this initiative by providing all department members an opportunity to plan collaboratively. Vertical planning will take place across all grade levels, to ensure that students master the prerequisites for upcoming coursework. In order to keep students engaged and motivated Celebration of Student and Teacher Successes will be planned each quarter and supported by the leadership team and the school's PTSA. All students who achieve ELA and Mathematics quarterly goals will be invited to participate in free rewards celebrations where they will enjoy treats, music, socializing with peers, and outdoor activities. Teachers who demonstrate outstanding student achievement on inhouse and District assessments will be asked to share best practices during faculty meetings and will be given incentives provided by the school's Dade Partners.

Area of Focus

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

#1. Instructional Practice specifically relating to Collaborative Planning

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.

According to the 8th grade Science Assessment Data from 2022-2023, 34% of students were proficient in science as compared to the state average of 47%, and the district average of 52%. Based on the data and the identified contributing factors of placing almost all 7th grade students who earned a level 3 on the 2021-2022 FSA Reading Assessment in Biology instead of Comprehensive Science, we will implement the Targeted Element of Collaborative Planning. As a result of Collaborative Planning, there will be improved instructional quality, increased student engagement, and data-informed decision making.

Measurable Outcome:

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

With the implementation of Collaborative Planning, 40% of the students will score proficient on the 8th Grade Science Assessment through sharing of best practices, increased student engagement, and data-informed decision making, by June 6, 2024.

Monitoring:

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

The departmental collaborative planning agenda and minutes will reflect that teachers are using course analytics to differentiate instruction and maximize student mastery of learning objectives. Administration ensure that adequate time is given to teachers to they can effectively plan together. The administrative team will review the department meeting minutes and provide support to teachers. They will provide sub coverage for teachers to attend Professional Developments so they can share the strategies learned with their colleagues.

Person responsible for monitoring outcome:

Nicolina Bonilla (nbonilla@dadeschools.net)

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.)

Within the targeted element of Collaborative Planning, our school will focus on the evidence-based strategy of: Collaborative Data Chats. It will allow for teachers to analyze student performance data and determine how to drive instruction. During Collaborative Data Chats, teachers will discuss activities and strategies that can be used to remediate and/or enrich students on the assessed standards. Teachers will discuss and develop strategies for differentiating instruction to meet the diverse needs of their students. Teachers will present information gained by attending Professional Developments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When teachers come together to share information, resources, ideas, and expertise, learning becomes more accessible and effective for students. Since teachers who collaborate on instruction are all on the same page, they will increase the level of academic rigor to match the core competencies they want students to meet. Standards-based instruction helps guide the planning, implementation, and assessment of student learning.

The use of standards to streamline instruction ensures that teaching practices deliberately focus on the B.E.S.T. Standards learning targets.

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.

Teachers will meet on a weekly basis to collaboratively discuss the B.E.S.T standards, instructional strategies, and best practices to maximize instruction. Weekly lessons will be data driven based on the data gathered on district and state wide assessments. By meeting on a weekly basis, teachers will plan more rigorous lessons based on the individual needs of all learners.

Person Responsible: Nicolina Bonilla (nbonilla@dadeschools.net)

By When: August 14-September 29, 2023.

Students will be strategically placed in accelerated math and science courses based on the 2022-2203 reading and math scores/MYA data/ topic assessments. As a result, teachers will be able to target instruction to meet the needs of their accelerated groups.

Person Responsible: Nicolina Bonilla (nbonilla@dadeschools.net)

By When: August 14-September 29, 2023.

Vertical planning will take place during the "Opening of Schools" professional development session. Consequently, teachers will plan lessons that will include foundational skills to ensure academic success.

Person Responsible: Nicolina Bonilla (nbonilla@dadeschools.net)

By When: August 14-September 29, 2023.

#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.

According to our ESSA Federal Index data, 32% of our students with disabilities are proficient, which falls below the required 41%. Based on the data, blended learning, using computer assisted teaching and learning systems, has been proven to be effective with students with disabilities. We will focus on various blended learning strategies to address this critical need.

Measurable Outcome:

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

With the implementation of blended learning, by June 6, 2024, an additional five percent of students with disabilities will score at grade level or above in all tested areas through the use technology based programs such as iReady, Gizmos, Read180, and SAVAS.

Monitoring:

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

iReady and Gizmo Data Usage Reports will be pulled on a weekly basis to identify students who are not meeting their weekly goal and shared by the Leadership Team with teachers during Strategic Collaborative Planning. Additionally, data chats will take place to review the Florida Assessment of Student Thinking Progress Monitoring results with teachers and students. Extended learning opportunities will be provided to those students who are not showing growth on these assessments.

Person responsible for monitoring outcome:

Nicolina Bonilla (nbonilla@dadeschools.net)

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.)

Within the Targeted Element of students with disabilities, our school will focus on the evidence based strategy of Technology Integration. Technology Integration will assist by providing students with technology based individualized instruction in order to meet their academic needs. Technology Integration will be monitored through walkthroughs and a review of teachers' lesson plans.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The use of blended learning and technology will ensure that teachers are able to differentiate instruction and monitor learner progress to ensure students remain focused and on task. During the 35 minutes of homeroom each day, students will complete iReady Reading and Math lessons. Teachers will continually monitor the data reports from iReady and Gizmos, and use this information to drive their instruction. The data from the various blended learning platforms will assist teachers in tracking student progress more effectively. Teachers will use this data to identify areas where students are struggling and provide timely interventions, ultimately leading to better learning outcomes.

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.

Teachers will analyze weekly iReady, Imagine Learning, READ180, SAVAS, and Gizmo reports to target the needs of each individual student. By analyzing weekly reports, teachers will be able to reteach, review, and/or enrich weekly lessons based on the needs of all learners.

Person Responsible: Nicolina Bonilla (nbonilla@dadeschools.net)

By When: August 14-September 29, 2023.

Teachers will identify their Students with Disabilities (SWD) population and review all pertinent IEPs and 504s during collaborative planning meetings to address specified student accommodations. In addition, effective strategies and technological resources that can aid these students will be shared and discussed during these meetings.

Person Responsible: Nicolina Bonilla (nbonilla@dadeschools.net)

By When: August 14-September 29, 2023.

Teachers will have individual data chats with the SWD students to discuss their areas of strengths and needs. By analyzing students' data, teachers will be able to set goals to close the learners' learning gaps and differentiate weekly lessons.

Person Responsible: Nicolina Bonilla (nbonilla@dadeschools.net)

By When: August 14-September 29, 2023.

#3. Positive Culture and Environment specifically relating to Early Warning System

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.

Daily student attendance is critical if students are to succeed across the curriculum. During the 2022-2023 school year, the percentage of students with attendance below 90% was nine percent, based on the iAttends data. This means that up to 46 students missed an average of 18 days or more of school.

Measurable Outcome:

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

By monitoring, providing counseling, and making family connections with the students who reach five absences during the first quarter of the school year and continuing to monitor their absences each subsequent quarter, we predict that the percentage of students whose attendance falls below 90% will decrease by at least five percentage points.

Monitoring:

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

The counselors will monitor each grade level population and identify students who exhibit Early Watch Indicators (EWI) for attendance. The counselors will work with the office clerks to contact all students' families each day to ensure that the absences are justified and that students return to school the following school day. The counselors will also ensure that students' teachers post their class assignments in Schoology, so students can access missed assignments. Students' families will be notified of the absences and shown how students can keep from falling behind on class assignments and learning goals.

Person responsible for monitoring outcome:

Kerra Perez (perezk11@dadeschools.net)

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.)

Within the Early Warning System indicators, daily attendance is directly linked to student achievement. This is supported by the school's 11% of students scoring Level 1 on ELA and Mathematics, whose attendance fell below 90% for the year. Excessive absences can lead to student grade retention and possible behavior issues due to students' feelings of disengagement, upon returning from excessive absences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If students are in school every day, they are more likely to be actively engaged the learning process and not fall behind the acquisition of expected targeted skills. This will lead to higher student achievement on quarterly and annual assessments, as well as an overall improved emotional connection to the learning process. Grade level competitions for the highest attendance percentages as well as individual attendance incentives will be provided to students. The incentives will include free healthful treats in the cafeteria during lunches, attendance medals, treats cards provided by the school's Dade Partners, and time to socialize and play games with fellow students.

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.

If a student is absent, the parent will receive a phone call notifying them of the absence and the process to excuse the absence.

Person Responsible: Nicolina Bonilla (nbonilla@dadeschools.net)

By When: August 14-September 29, 2023

Teachers will take attendance each class period and record it in the gradebook. If there are any errors the teacher will immediately contact the attendance clerk.

Person Responsible: Nicolina Bonilla (nbonilla@dadeschools.net)

By When: August 14-September 29, 2023

The Student Services department will create truancy folders for all students who are exhibiting excessive absences. They will review the attendance bulletin daily. Students who show improvement will be called in to the office to be rewarded with treats from the school's Dade Partners.

Person Responsible: Kerra Perez (perezk11@dadeschools.net)

By When: August 14-September 29, 2023

#4. 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.

Based on the student responses from the 2022-2023 School Climate Survey, results show that 39% of the student body feels that their school cares about their social and emotional well-being, which is why we will implement the Targeted Element of Social Emotional Learning. Based on data review of the results, we will emphasize the need to make connections by recognizing successes to facilitate an engaging learning environment and positive emotional mindset. Supporting a positive mindset and encouraging social-emotional connections between students and others in the school will lead to improved outlook and interpersonal relationships between all stakeholders.

Measurable Outcome:

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

If we successfully implement the Targeted Element of Social Emotional Learning (SEL) initiatives, then data from the 2023-2024 School Climate Survey will show a 5% increase in the number of students who feel their teachers care about their social and emotional well-being by June 6, 2024. The initiatives will include the use of weekly Restorative Justice Practices (RJP) activities in all homerooms, and the inclusion of "making connections" presentations during faculty meetings, to stress the importance of fostering positive relationships with all learners.

Monitoring:

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

The Leadership Team will ensure that SEL activities are being implemented to increase the students' sense of well-being and emotional support. Team Leaders, Counselors, and Department Chairs will identify students who have met goals and qualify for celebration of successes. The teachers will use strategies learned from various professional developments and the RJP activities to build an emotionally supportive classroom environment.

Person responsible for monitoring outcome:

[no one identified]

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.)

Within the Targeted Element of Social Emotional Learning (SEL), our school will focus on the evidence-based strategy of Celebrating Successes. Restorative Justice Practices (RJP) Check-in activities, Weekly and Quarterly Rewards, and Values Matter will assist in building relationships, promote a supportive learning environment, and help establish nurturing relationships between all stakeholders. The Leadership Team will monitor that the initiatives are being implemented with fidelity by ensuring that students are nominated for various success celebrations and Values Matter Awards, and that teachers are completing the RJP Activities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Restorative Justice Practices Check-ins, Celebrating Successes and Values Matter Initiatives will assist in building nurturing relationships. The initiatives will provide students with a sense of emotional support and appreciation.

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.

Students will be rewarded for their individual and/or group successes through quarterly celebrations hosted by the administrative team and the school's PTSA. These rewards will feature free treat stations and an opportunity to play outdoor games with fellow students and members of the faculty.

Person Responsible: Nicolina Bonilla (nbonilla@dadeschools.net)

By When: August 14-September 29, 2023

Students will be identified by their teachers for their outstanding citizenship efforts and stellar interpersonal skills and rewarded with the "Student of the Month" medals and treats provided by the school's Dade Partners. These presentations will be made by the administrative team during CCTV presentations and featured via social media posts.

Person Responsible: Ana Shaw (amshaw@dadeschools.net)

By When: August 14-September 29, 2023

Grade-level celebrations will be hosted each quarter to reward outstanding efforts in the areas identified by the Values Matter Initiatives. The focus of the monthly Initiatives will be featured on the CCTV announcements and homeroom teacher-led activities. The reward events will provide students with time to socialize with fellow students.

Person Responsible: Ana Shaw (amshaw@dadeschools.net)

By When: August 14-September 29, 2023

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).

According to our ESSA Federal Index data, 32% of our students with disabilities are proficient, which falls below the required 41%. The Leadership team will meet together to discuss how the funds should be utilized. It will also be discussed in our EESAC meeting. After meeting together, we will create a schedule for our interventionist to follow in order to provide push-in support. After school tutoring will be available for students. Letters will be sent home inviting students to participate. The tutoring sessions will be placed on our school website.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Parents are informed of what a School Improvement Plan is during the Annual Title I parent meeting. At that meeting, parents are encouraged to attend the EESAC meetings so they can provide input as necessary. During Faculty Meetings and each EESAC Meeting our School Improvement Plan is on the agenda and is shared with all stakeholders. Our School Improvement Plan is available to be reviewed on our school website (www.hammocksmiddleschool.org). A copy is also placed in our Parent Resource Center.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Hammocks Middle School prioritizes strong relationships with parents, families, and the community to fulfill our mission. We maintain open communication through emails, social media, and meetings, keeping parents informed about curriculum and events. Collaborating with local groups, we offer students real-world experiences. We're dedicated to inclusivity, hosting multicultural events. Feedback is vital; surveys help us improve. Celebrating achievements through showcases and involving parents as volunteers enriches our community. Technology keeps parents updated on progress. Our commitment to relationships drives our students' success across academic, social, and emotional aspects. Our School's Family Engagement plan can be found on our website www.hammocksmiddle.org.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school is actively working on enhancing its academic program to provide students with a more enriched and accelerated curriculum. This involves a multi-faceted approach that includes offering High School Level courses and specialized tracks for high-achieving students, and integrating project-based learning to foster critical thinking and problem-solving skills. Furthermore, teachers are undergoing professional development to incorporate modern teaching methodologies and technology into their classrooms. Collaborative learning spaces, guest speakers, and field trips are being utilized to make the learning experience more interactive and relevant. With a focus on individualized learning plans, formative and summative assessments, and involvement from parents and the community, the school is committed to providing a well-rounded education that prepares students for both academic success and real-world challenges.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The development of this integrated plan involves close collaboration and coordination among Federal, State, and local services, resources, and programs. By aligning with initiatives such as ESSA, violence prevention efforts, nutrition programs, housing support, and career and technical education programs, a comprehensive approach is established. This collaboration ensures that education, safety, nutrition,

housing stability, and career pathways are interconnected, creating a more holistic and effective strategy to address the multifaceted needs of individuals and communities. Through ongoing communication, data sharing, and community engagement, the plan maximizes the impact of these interconnected efforts, fostering a more resilient and thriving society.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school ensures a holistic approach to student development by offering a range of non-academic support services. Our school counselors and our mental health counselor work together to ensure we are addressing all students' emotional and psychological needs. Specialized assistance is extended to students with unique requirements through tailored education plans, while mentoring programs foster positive relationships and provide guidance on life skills. Community partnerships and parental involvement further enrich students' experiences, ensuring they acquire essential skills beyond academics and develop into well-rounded individuals equipped to navigate challenges and succeed in various facets of life.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Hammocks Middle prioritizes postsecondary readiness and workforce awareness through multifaceted approaches, including partnerships with Apple and FIU Law and access to high school credit coursework. We collaborate with professionals and organizations for career exploration, offer practical skills through our VIL Lab and partner with various Magnet High schools. This equips students with informed career decisions, real-world skills, and early college exposure, ensuring their preparedness for the future job market.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

A schoolwide tiered model for preventing and addressing problem behavior involves a multi-tiered framework that offers various levels of support to students. At Tier 1, universal strategies like positive behavior interventions and schoolwide expectations are implemented for all students. At Tier 2, targeted interventions, such as intensive reading, are provided to students displaying at-risk behaviors through small group interventions and personalized support plans. For Tier 3, intensive individualized interventions are delivered to students with significant behavioral challenges. This model aligns with the Individuals with Disabilities Education Act (IDEA) by ensuring that interventions are consistent with a student's Individualized Education Program (IEP) and by collaborating with special education services to provide appropriate accommodations and supports. The coordination between the schoolwide tiered model and IDEA services enables a holistic approach to early intervening services, promoting positive behavior and academic success for all students while catering to the specific needs of those with disabilities.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning and activities aimed at enhancing instruction and the utilization of academic assessment data, while also addressing the recruitment and retention of effective teachers, especially in high-need subjects, constitute pivotal aspects of educational improvement. For teachers, this involves subject-specific workshops, technology integration, and collaborative planning to refine their teaching practices. Emphasis is placed on data-driven decision-making through professional development in data analysis, formative assessment techniques, and regular data meetings. To recruit and retain effective teachers, strategies include assigning mentors and buddy teachers, and creating positive school cultures. These multifaceted efforts collectively contribute to elevating educational quality and addressing specific challenges in high-need subjects.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

As a secondary school we do not have any preschool children.