Brevard Public Schools

HERBERT C. HOOVER MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Hoover Middle School, our mission is to help students meet challenges and achieve personal and academic excellence.

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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Paloma Ferreira

ferreira.paloma@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name
Erik Linde

linde.erik@brevardschools.org

Position Title
Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name
JoAnne Patterson

patterson.joanne@brevardschools.org

Position Title
Assistant Principal/Dean

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name
Doreen Coryell-Carlo

coryell.doreen@brevardschools.org

Position Title
Reading Coach

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name
Gayleigh McCune

Mccune.gayleigh@brevardschools.org

Position Title
School Advisory Committee Chair

Job Duties and Responsibilities

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.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

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.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The 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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **7-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**31.4%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: B** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								230	237	467
Absent 10% or more school days								46	27	73
One or more suspensions								17	35	52
Course failure in English Language Arts (ELA)								3	6	9
Course failure in Math								2	8	10
Level 1 on statewide ELA assessment								18	12	30
Level 1 on statewide Math assessment								11	19	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)								2	5	7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)								0	0	0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								14	22	36

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days								20	18	38
One or more suspensions									5	5
Course failure in English Language Arts (ELA)									5	5
Course failure in Math								2	7	9
Level 1 on statewide ELA assessment								24	21	45
Level 1 on statewide Math assessment								22	19	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								5	13	18

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

The number of students retained:

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

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	76	60	58	70	55	53	67	51	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	64	55	59	56	53	56			
ELA Lowest 25th Percentile	60	46	52	49	46	50			
Math Achievement*	71	63	63	74	59	60	67	55	56
Math Learning Gains	51	54	62	53	51	62			
Math Lowest 25th Percentile	51	52	57	69	55	60			
Science Achievement	67	55	54	61	48	51	60	47	49
Social Studies Achievement*	86	72	73	81	69	70	79	67	68
Graduation Rate									
Middle School Acceleration	75	70	77	77	70	74	71	69	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)		47	53		56	49	57	47	40

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	601
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
67%	66%	69%	58%	57%		66%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners	52%	No		
Black/African American Students	48%	No		
Hispanic Students	62%	No		
Multiracial Students	68%	No		
White Students	69%	No		
Economically Disadvantaged Students	56%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	76%		64%	60%	71%	51%	51%	67%	86%	75%			
Students With Disabilities	43%		52%	53%	41%	40%	33%	33%	55%	48%			
English Language Learners	35%		73%	64%	41%	53%	50%		50%				
Black/African American Students	58%		53%		37%	29%		30%	80%				
Hispanic Students	73%		70%	67%	62%	47%	47%	40%	82%	72%			
Multiracial Students	71%		45%		70%	45%			91%	85%			
White Students	78%		65%	59%	75%	53%	54%	74%	88%	75%			
Economically Disadvantaged Students	63%		56%	58%	57%	42%	46%	48%	79%	58%			

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	70%		56%	49%	74%	53%	69%	61%	81%	77%			
Students With Disabilities	30%		41%	36%	38%	42%	46%	33%	41%	50%			
English Language Learners	0%		27%	40%	21%	27%							
Black/African American Students	53%		41%		63%	59%			64%				
Hispanic Students	44%		38%	36%	51%	43%	53%	47%	71%	45%			
Multiracial Students	89%		86%		83%	50%		80%		79%			
White Students	74%		57%	49%	78%	55%	76%	64%	84%	81%			
Economically Disadvantaged Students	57%		50%	45%	68%	54%	60%	46%	75%	65%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	67%				67%			60%	79%	71%			57%
Students With Disabilities	35%				39%			28%	51%	40%			
English Language Learners	50%				63%								
Black/African American Students	39%				33%				45%				
Hispanic Students	60%				62%			40%	73%	57%			
Multiracial Students	67%				65%			64%					
White Students	70%				69%			63%	83%	72%			
Economically Disadvantaged Students	57%				55%			47%	67%	60%			

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	80%	62%	18%	57%	23%
ELA	8	71%	59%	12%	55%	16%
Math	7	76%	64%	12%	50%	26%
Math	8	35%	41%	-6%	57%	-22%
Science	8	66%	53%	13%	49%	17%
Civics		86%	73%	13%	71%	15%
Algebra		71%	49%	22%	54%	17%
Geometry		98%	54%	44%	54%	44%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most improvement was **English Language Arts (ELA)**. Our overall ELA scores increased by 5**%**, and both our **learning gains** and the **learning gains of the lowest 25%** improved by 11 **percentile points**.

This growth can be attributed to several focused actions:

- Our **ELA department collaborated consistently**, developing meaningful and standards-aligned lessons that engaged students and addressed skill gaps.
- We implemented **progress monitoring** to track student performance and adjust instruction based on data.
- **Targeted tutoring** was provided to support students needing additional help, particularly those in the lowest quartile.

These efforts created a more intentional, supportive learning environment that directly impacted student achievement.

Lowest Performance

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

The data component that showed the lowest performance was **mathematics**. Overall math scores **decreased by 3%**, and the **learning gains of the lowest 25%** declined by a significant 18**%**.

Several key factors contributed to this decline:

- We experienced the **unexpected retirement of a veteran math teacher** shortly after the school year began.
- As a result, that class had **inconsistent instruction**, first with a long-term substitute and then a short-term teacher, which disrupted continuity and impacted student learning.
- Students in that cohort struggled to build foundational skills, which particularly affected those already performing below grade level.

This situation highlighted the critical importance of consistent, high-quality instruction and the need for stronger instructional support when staffing disruptions occur. Moving forward, we are addressing this with more robust intervention systems and better instructional coverage plans to prevent similar declines.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was the **learning gains of the lowest 25% in mathematics**, which **decreased by 18%**.

Several factors contributed to this decline:

- Many students in this subgroup **lacked foundational math skills**, making it difficult for them to access grade-level content.
- The absence of **targeted interventions** early in the year meant struggling students did not receive the consistent support they needed to catch up.
- Additionally, staffing challenges—including the **retirement of a veteran math teacher early in the year**—resulted in a period of **instructional instability** that further impacted student progress.

This decline emphasizes the need for early identification of at-risk students and consistent, data-driven interventions to close learning gaps.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Although we experienced declines in **math performance** and among our **lowest 25% of students**, it is important to note that **Hoover Middle School still performed above the state average in all assessed categories**, including ELA, Math, Civics, and Science.

While there is **no data component that fell below the state average**, the **greatest gap between our strongest and weakest areas** lies in **math performance and the learning gains of the lowest 25%**. These areas saw a noticeable decline compared to the previous year, even though they remained above the state benchmark.

Factors contributing to this gap include:

- **Instructional instability** due to staffing changes in math.
- A lack of **foundational skills and early intervention** for struggling students.
- The need for a more robust and consistent **MTSS framework** to support at-risk learners.

Moving forward, we aim to **sustain our success in ELA, Civics, and Science** while strategically **focusing on math and our lowest-performing students** to close internal performance gaps and continue exceeding state expectations.

EWS Areas of Concern

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

Chronic Absenteeism:

We had **73 students** who were absent for more than **10% of the school year**. This is a significant

number, and it aligns with research showing that students who are chronically absent are far more likely to struggle academically. Regular attendance is critical for student success, and this data point highlights the need for increased efforts in attendance monitoring and family engagement.

Student Retention:

We also had **7 students retained** last year. At Hoover Middle School, we strive to provide the necessary supports to ensure all students are promoted. Any retention is a concern, and having multiple students not meet promotion criteria suggests a need for earlier interventions, academic support systems, and continuous progress monitoring throughout the school year.

Highest Priorities

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

Improve Mathematics Performance

Focus on strengthening math instruction to recover from last year's decline and ensure consistent, high-quality teaching across all grade levels.

Continue Growth in ELA

Maintain and build upon the success in English Language Arts by supporting collaboration, targeted instruction, and effective progress monitoring.

Support the Lowest 25% of Students

Provide targeted interventions and additional support to increase learning gains among our lowest-performing students, particularly in math.

Strengthen the MTSS Process

Enhance our Multi-Tiered System of Supports to identify struggling students early and provide timely, effective interventions to prevent retention.

Address Chronic Absenteeism

Implement proactive strategies to improve attendance and reduce the number of students missing more than 10% of the school year.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Description and Impact on Student Learning:

Our primary area of focus for the upcoming school year is **mathematics**. Math proficiency is essential not only for academic success but also for long-term college and career readiness. Gaps in foundational math skills can lead to frustration, disengagement, and long-term learning challenges. Strengthening math instruction and supports will directly impact student confidence, problem-solving abilities, and overall achievement.

Rationale:

Mathematics was identified as a crucial area of need based on a review of our prior year data. Our overall math achievement **declined from 74% to 71%**, and **learning gains in math fell below the state average**—a trend that is not reflective of our students' potential. In addition, our **lowest 25% of students showed a significant drop in performance decreasing five percent** highlighting the need for targeted interventions and instructional consistency.

Given Hoover Middle School's track record of outperforming the state in multiple subjects, we believe our students can achieve at a much higher level in math. Focusing on this area will allow us to close learning gaps, accelerate growth, and ensure that all students are on track for future success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2026 Hoover Middle School's Math achievement score will be back to 74% proficient.

Monitoring

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

To ensure effective implementation and measurable impact in our area of focus—**mathematics**—we will use multiple layers of data collection and professional collaboration:

- **Progress Monitoring Assessments (PM):**
  Student proficiency will be assessed **three times per year** using district progress monitoring assessments in **7th Grade Math, Algebra I, and Geometry**. These assessments will provide benchmark data on student achievement and growth over time.
- **Common Formative Assessments (CFAs):**
  Between PM assessments, math teachers will administer **common formative assessments** to gather more frequent and specific data on student performance. Each common formative assessment will be followed by feedback session with individual student. These short-cycle assessments will help guide instruction and identify areas that need reteaching or enrichment.
- **Weekly Math Department Collaboration:**
  The math department will meet **weekly** to review data, plan instruction, share best practices, and discuss strategies to address student learning gaps and strengthen instruction school-wide.
- **Administrative Walkthroughs with Feedback:**
  School administrators will conduct **weekly classroom walkthroughs**, focusing on small group instruction and robust tier 1 instruction aligned with the area of focus. Feedback will be provided to teachers to support continuous improvement in instructional practices.
- **Targeted Support with ALEKS:**
  The **ALEKS online platform** will be used as a supplemental resource to provide personalized math instruction, particularly for students who need additional support in building foundational skills. Each student will be required to complete ten weekly topic selected by teachers and aligned with FSA Testing.

Together, these strategies will allow us to monitor both **implementation** and **impact**, ensuring that we remain on track toward improving math outcomes for all students.

Person responsible for monitoring outcome
All administrators

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Hoover Middle School will examine state standards in Grade 7 Math, Accelerated Math, and Algebra 1. Teachers will provide depth of instruction on the standards during daily classroom instruction.

Rationale:
To improve student performance in mathematics, Hoover Middle School will implement a comprehensive, multi-tiered monitoring system designed to track both the implementation and impact of math instruction and interventions. This system combines formative and summative data analysis, targeted student support, and collaborative professional development.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Analyze student data to identify students who need remediation.

Person Monitoring:
Erik Linde, Assistant Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Progress Monitoring (PM) Assessments Student proficiency in 7th Grade Math, Algebra I, and Geometry will be assessed three times throughout the year using district-wide Progress Monitoring assessments. These assessments will serve as benchmarks for growth and provide critical data to inform instruction. How we will monitor the impact: The data from each PM assessment will be analyzed in data chats with instructional staff to track student growth over time. Students not demonstrating expected progress will be flagged for targeted interventions, such as tutoring or small group instruction. Adjustments to instructional strategies and intervention groups will be made based on this ongoing analysis to ensure all students are supported in achieving mastery.

Action Step #2
Common Formative Assessments (CFAs)

Person Monitoring:
Erik Linde, Assistant Principal

By When/Frequency:
quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math teachers will administer CFAs between PM windows to measure ongoing student understanding. The results will be used to guide instructional adjustments, re-teaching, and enrichment opportunities. How we will monitor the impact: Teachers will track CFA data in department meetings to identify trends, gaps, and student growth. This data will be reviewed during weekly department meetings to inform instructional planning and intervention decisions. Administration will review CFA trends over time, specifically subgroup data in ESE students.

Action Step #3
Targeted Tutoring

Person Monitoring:
Erik Linde, assistant principal

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly Targeted Tutoring sessions. These sessions are designed to provide additional academic support for students who need to make up assignments, strengthen key skills, or revisit foundational math concepts. How we will monitor the impact: Student participation will be tracked weekly, and progress will be monitored using grade reports, CFA results, and teacher feedback. Students receiving tutoring will be flagged for progress checks at the end of each quarter. Improvement in

academic performance, especially in core math classes, will be used to evaluate the effectiveness of tutoring sessions.

Action Step #4
Instructional Walkthroughs

Person Monitoring:
Admin Team

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will conduct weekly instructional walkthroughs with a specific focus on math instruction. Observations will center on evidence of concept mastery, student engagement, and alignment to standards. Timely, constructive feedback will be provided to support teacher growth and instructional refinement. How we will monitor the impact: Walkthrough data will be documented using a standardized observation tool. Trends and patterns will be reviewed weekly to identify areas of instructional strength and needed support. Improvements in student performance on CFAs and PM assessments will be correlated with observed instructional practices. Progress will also be measured by the number of teachers who successfully implement the feedback provided by administration following the walkthroughs.

Action Step #5
Collaboration Days

Person Monitoring:
Erik Linde, assistant principl

By When/Frequency:
Twice a year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Each semester, core content teachers will participate in a full-day Collaboration Day focused on standards-based instruction, data analysis, and co-planning. District resource teachers will be invited to support the planning process and provide follow-up coaching or resources as needed. How we will monitor the impact: The impact will be monitored through teacher reflection forms, post-collaboration surveys, and lesson plan reviews that show alignment to standards and data-informed strategies. Implementation of co-planned lessons will be observed during walkthroughs, and student achievement data (CFA and PM results) will be reviewed to assess effectiveness of instructional shifts following collaboration.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Description and Rationale:

Hoover Middle School has identified English Language Arts (ELA) learning gains as a continued area of focus based on student achievement data from the 2025 state assessment. In 2025, 64% of our

students demonstrated learning gains in ELA — a 5% increase from the previous year. Our original goal was set at 61%, and we are proud to have exceeded that target.
This notable improvement reflects the effectiveness of our instructional strategies and intervention efforts. To build on this momentum, we have set a new goal of increasing ELA learning gains from 64% to **70%** in the upcoming academic year. Continued focus on differentiated instruction, targeted support, and data-informed teaching practices will be critical to achieving this goal.
By refining our approach and maintaining high expectations, we aim to further close achievement gaps and ensure all students demonstrate measurable growth in literacy.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

2026, Hoover Middle School students' learning gains in ELA will be at 70%

Monitoring

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

To ensure progress toward our ELA learning gains goal, Hoover Middle School will implement a structured and ongoing monitoring system designed to assess student proficiency, inform instruction, and guide interventions.

Progress Monitoring Assessments:

Student proficiency in English/Reading will be assessed three times per year through the district's **Progress Monitoring (PM)** assessments. These benchmark assessments will serve as key indicators of student growth and overall progress toward grade-level standards.

Common Formative Assessments (CFAs):

Between PM assessment windows, ELA teachers will administer **Common Formative Assessments** to gather real-time data on student performance. These assessments will guide instructional decisions and provide opportunities for timely re-teaching and enrichment.

Classroom Walkthroughs:

School administrators will conduct **weekly instructional walkthroughs** with a focus on specific "look-fors" aligned to ELA priority standards and instructional strategies. Feedback will be shared to support teacher reflection and continuous instructional improvement.

Targeted Interventions:

Students who scored below Level 3 on the previous FSA assessment will receive additional support through **READ 180**, a research-based intervention designed to build foundational literacy skills. In addition, the **MAP Reading assessment** will be administered three times per year, aligned with PM windows, to provide another layer of data on student growth and needs.

Support for Opt-Out Students:

The Literacy Coach will monitor **Level 1 and Level 2 students** who have opted out of intensive

reading. These students will receive targeted support and intervention, as needed, based on their performance data and individual needs.

Impact on Student Achievement:

This multi-faceted monitoring approach ensures that instruction is consistently informed by data, interventions are targeted and timely, and support is tailored to individual student needs. By tracking progress at multiple points throughout the year and using that data to adjust instruction and intervention, we expect to see continued growth in ELA learning gains and improved proficiency schoolwide.

Person responsible for monitoring outcome

Erik Linde, assistant principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Hoover Middle School will examine State Standards in English/Reading. Teachers will provide depth of instruction on the standards during daily classroom instruction and give students standard based activities to support them in preparation for PM 3.

Rationale:

Improvement in tier 1 instruction, teacher clarity and grade level content application.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Analyze student data to identify students who need remediation.

Person Monitoring:	**By When/Frequency:**
Erik Linde, assistant principal	every grading period.

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

Administer Progress Monitoring Assessments: ELA teachers, in collaboration with the testing coordinator, will administer district Progress Monitoring (PM) assessments to all 7th and 8th grade students three times per year (fall, winter, and spring). These assessments will provide benchmark data to help identify students in need of remediation or targeted support. PM data will be tracked over time to assess individual and group growth. Results will be analyzed after each window to determine trends in proficiency and to adjust instructional strategies. Use Data to Drive Remediation Plans: ELA

teachers will use a combination of PM data, CFA results, and MAP Reading scores to identify students in need of remediation. Based on this data, teachers will adjust instruction and provide small group or individual intervention as needed. Progress will be monitored through student performance on CFAs and MAP assessments. Teachers will document instructional adjustments and student growth in data tracking tools, which will be reviewed during PLCs and administrative meetings. Support Level 1 and Level 2 Students in Reading: The Literacy Coach will monitor Level 1 and Level 2 students who are not enrolled in intensive reading. These students will receive targeted support through supplemental literacy resources, individualized coaching, or additional small group instruction.The Literacy Coach will maintain a progress log for each student receiving support, tracking intervention frequency, type, and effectiveness. Student progress will be reviewed quarterly through MAP and CFA data.

Action Step #2
Target Tutoring

Person Monitoring:
Admin team

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Target Tutoring will be implemented weekly during Semester 2 as an academic support opportunity for students who need to make up missing assignments, recover credit in core academic classes, or increase scores on the FSA test. This targeted intervention is designed to prevent course failure and provide students with structured time to improve performance. After Quarter 3 grades are posted, Assistant Principal Erik Linde will: Run grade reports to identify students failing core classes determine which students are eligible for credit recovery. Student attendance and participation in Target Tutoring will be tracked weekly. Progress will be monitored using grade updates, assignment completion rates, and credit recovery status. A comparison of Quarter 3 and Quarter 4 grades will be used to measure academic improvement, and teachers will provide feedback on student engagement and performance during sessions. Adjustments will be made as needed to ensure effectiveness.

Action Step #3
Data Chats

Person Monitoring:
Erk Linde, assistant principal

By When/Frequency:
per semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct Student Feedback Sessions following each CFA, ELA teachers will meet with students individually to review performance, discuss areas of strength and growth, and set personalized learning goals. These conversations will help students take ownership of their progress and allow teachers to plan targeted remediation. Teachers will maintain documentation of student goal-setting and progress through digital or physical tracking forms. Student performance on subsequent CFAs and classroom assessments will be reviewed to assess growth aligned with individualized goals. Department meetings will include regular check-ins on the effectiveness of data chats, and adjustments will be made based on trends in student progress and engagement.

Action Step #4
Implement Common Formative Assessments (CFAs)

Person Monitoring:
Erik Linde, assistant principal

By When/Frequency:
monthly

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

step:
Between PM assessment windows, ELA teachers will administer CFAs on a regular basis (bi-weekly or monthly). These assessments will provide frequent, specific data that can be used to pinpoint student misconceptions and determine who may require reteaching or intervention. I will monitor the assessment results will be reviewed during weekly ELA department meetings to identify trends, track individual and class-wide progress, and guide instructional planning. Student performance on subsequent CFAs and PM assessments will be compared to determine growth. Administrators and the literacy coach will periodically review CFA data and student work samples to ensure alignment with standards and support targeted instructional decisions.

Action Step #5
Conduct Weekly Administrative Walkthroughs and provide Instructional Feedback to Teachers.

Person Monitoring:
Admin team

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School administrators will conduct weekly classroom walkthroughs to observe Tier 1 instruction and identify whether instructional practices are effectively addressing the needs of students requiring remediation. A focus will be placed on small group instruction and standards-based tasks. Provide Instructional Feedback to Teachers. Administrators will provide timely feedback (within 48 hours of walkthroughs) to teachers, with an emphasis on supporting remediation strategies, grouping structures, and effective use of data to inform instruction. How we will monitor the impact: Walkthrough data will be documented using a shared tracking tool to monitor trends in instructional practices, areas of strength, and recurring needs. Follow-up walkthroughs will be used to assess implementation of feedback. Trends from walkthroughs will also be reviewed monthly in leadership meetings to adjust professional development and coaching support accordingly. Improvement in student performance on CFAs and PMs will serve as a long-term measure of impact.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Hoover Middle School has identified **Science** as a continued area of focus based on recent student achievement data. On the 2025 state science assessment, **67% of students demonstrated proficiency**, reflecting a **6% increase** from the previous year. Our initial goal was set at 61%, and we are proud to have surpassed that target.

This growth is a direct result of intentional instructional planning, increased student engagement, and targeted interventions. Building on this positive momentum, we are setting a new goal of increasing science proficiency from **67% to 72%** in the upcoming school year.

Continued focus on standards-based instruction, hands-on learning, and ongoing data analysis will be

key to achieving this goal and ensuring all students are equipped with the scientific knowledge and skills needed for future success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–2026 school year, the percentage of students achieving proficiency on the state Science assessment will increase from **67% to 72%**, as measured by the Florida Statewide Science Assessment (SSA). Progress toward this goal will be monitored through district-aligned progress monitoring assessments and common formative assessments administered throughout the year.

Monitoring

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

Proficiency in science will be monitored throughout the year using the **PENDA platform**, which allows for ongoing tracking of student progress and targeted intervention. In addition to PENDA, teachers will administer **common formative assessments (CFAs)** between district progress monitoring windows. These CFAs will be paired with individual student feedback to guide instructional decisions and address learning gaps in real time.

To ensure alignment with instructional goals, **school administrators will conduct weekly classroom walkthroughs**, focusing on specific "look-fors" related to science concept mastery and effective teaching strategies.

Furthermore, **PENDA resources will be used strategically** to provide extra support for students requiring additional assistance, reinforcing key concepts and improving overall performance in science.

Person responsible for monitoring outcome

Admin team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Hoover Middle School will implement an evidence-based approach by closely examining the state science standards and aligning instruction accordingly. Teachers will focus on delivering high-quality, in-depth instruction of these standards during daily classroom lessons. Instructional strategies will include hands-on learning, inquiry-based activities, and formative assessments to ensure students gain a strong conceptual understanding and are prepared for state assessments.

Rationale:
Improvement in tier 1 instruction, teacher clarity and grade level content application.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Analyze student data to identify students who need remediation

Person Monitoring:
Science teachers and administration

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administer Progress Monitoring Assessments (PMAs) in Science Science teachers, in collaboration with the testing coordinator, will administer district-level or school-based Progress Monitoring Assessments (PMAs) to all 7th and 8th grade students three times per year (fall, winter, and spring). These assessments will establish baseline and growth data to identify students in need of remediation or targeted instruction. How we will monitor the impact: PM assessment data will be reviewed after each testing window to track individual and group student growth. Science teachers and administrators will analyze trends to adjust instruction and plan interventions. Progress will be discussed during department meetings and data chats, ensuring timely identification and support of students who require remediation.

Action Step #2
Monitor Student Progress Through Data Chats.

Person Monitoring:
Admin team

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct Data Chats with Students (Every 9 Weeks): Monitor Student Progress Through Data Chats. and Modify Instruction as Needed to ensure data-informed instruction and ongoing support for students in science, structured data chats will be conducted every 9 weeks. Science teachers will hold brief one-on-one conferences with students to: Review assessment results, highlight areas of strength and growth, and set individual science learning goals. These chats will support progress monitoring, targeted intervention planning, and instructional refinement based on student performance trends. Science teachers will hold individual data chats with each student to review PMA, CFA, and classroom assessment results. The focus will be on identifying areas of growth, setting academic goals, and discussing personalized strategies for improvement. Teachers will document each data chat using a standardized tracking tool, noting goals set and progress made. Student performance will be monitored through subsequent assessments to evaluate growth related to goals. Regular reviews of data chat records will occur during science department meetings, and instructional adjustments will be made accordingly. Additionally, administrators will periodically review these records to ensure consistent implementation and impact on student achievement.

Action Step #3
Facilitate Weekly Science PLC Meetings

Person Monitoring:
Erik Linde, Assistant Principal

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science teachers will meet weekly during common planning time, facilitated by the Science Department Chair and supported by administration or instructional coaches. During these meetings, teachers will: Analyze CFA and PMA data, identify students in need of intervention, collaboratively design re-teaching lessons and hands-on activities, share effective instructional practices and resources. How we will monitor the impact: PLC meeting agendas and minutes will be documented to track topics discussed and action plans developed. Teacher implementation of discussed strategies will be monitored through weekly walkthroughs and classroom observations. Progress will also be evaluated by reviewing student assessment data (PMAs, CFAs) for improvements in proficiency. Feedback from teachers collected through surveys or reflection logs will inform ongoing PLC adjustments and professional development.

Action Step #4
Conduct Weekly Administrative Walkthroughs in Science Classrooms.

Person Monitoring:
Admin Team

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School administrators will conduct weekly walkthroughs focused on: Tier 1 science instruction, use of hands-on, inquiry-based learning, differentiation strategies for students needing remediation, and alignment to science standards. How we will monitor the impact: Walkthrough observations will be recorded using a standardized tool to track instructional practices and focus areas. Data from these observations will be reviewed monthly to identify trends, strengths, and areas for growth. Follow-up discussions with teachers will assess how feedback is implemented. Additionally, improvements in student performance on Progress Monitoring Assessments and Common Formative Assessments will be analyzed to correlate instructional changes with student outcomes.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

PBIS will address our culture and environment by reinforcing behavioral expectations. Through PBIS, we will develop 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 student survey sent to students in the spring. 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

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Student survey 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. Include a description of how ongoing monitoring will impact student achievement outcomes.

Run monthly report on number of referrals and number of PBIS positive behaviors and how many teachers are participating on a monthly basis.

Person responsible for monitoring outcome

JoAnne Patterson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rewarding positive behavior through PBIS - monthly selected students by a teacher for showing the 3Rs of PBIS. It will be monitored by JoAnne Patterson.

Rationale:

These specific strategies for selecting for: Supporting students who struggle with following school wide expectations Supporting students who struggle academically Improving communication with families, especially initiated by teachers

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
The PBIS team will meet monthly to analyze student behavior data and identify trends related to time, location, and type of infractions. The goal is to develop proactive strategies that reinforce positive behavior schoolwide and reduce disciplinary incidents.

Person Monitoring:
JoAnne Patterson

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Hold Monthly PBIS Meetings: The PBIS team will convene monthly to review discipline data, looking for patterns in: Locations where behavior issues occur Times during the school day with higher frequency Types of recurring behavior incidents Develop Positive Solutions: Based on data analysis, the team will identify and implement positive strategies to improve student behavior, such as: Increasing staff use of verbal praise Encouraging the consistent distribution of Hawk Tickets for positive behavior Adjusting supervision or procedures in identified hotspot areas Communicate Findings to Staff: After each PBIS meeting, the team will share: A summary of data findings Actionable recommendations for staff Updates on PBIS initiatives and expectations These updates will be presented at the following monthly faculty meeting to ensure all staff are informed and aligned. Purpose: This action step supports a data-driven and schoolwide approach to behavior management, fostering a positive, consistent learning environment through recognition and reinforcement of desired behaviors.

Action Step #2
Student Voice

Person Monitoring:
JoAnne Patterson, assistant principal

By When/Frequency:
quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To ensure students feel heard and valued, select students will be invited to share their perspectives during faculty meetings. These presentations will provide insights into student experiences, school culture, and offer suggestions for improving the learning environment. Select Student Representatives: A diverse group of students will be selected quarterly by the PBIS team or student leadership advisors. Selection may come from student government, clubs, or classrooms and should reflect varied backgrounds and grade levels. Prepare Student Presentations: Students will receive support from staff mentors to: Reflect on their school experience (academic, behavioral, and social-emotional) Identify areas of success and areas needing improvement Offer constructive feedback and suggestions for staff consideration Present at Faculty Meetings: Students will be given 5–10 minutes during quarterly faculty meetings to present their insights. These presentations will: Promote open dialogue between staff and students Highlight student ideas for improving climate, instruction, or behavior systems Strengthen relationships and build a sense of shared responsibility Follow Up on Feedback: After each student presentation, the PBIS team and administration will consider the feedback and communicate any planned actions or follow-ups in the next PBIS or faculty meeting.

Action Step #3
Celebrate Student Achievement and Engagement.

Person Monitoring:
JoAnne Patterson

By When/Frequency:
quarterly

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

To recognize and reinforce positive behavior, attendance, and academic effort, the school will host a quarterly celebration called “Hawk Rock.” This event is designed to increase student motivation, foster school pride, and build a stronger connection between students, staff, and the community. It also aims to reduce Level 3 and Level 4 behavior incidents by promoting a culture of recognition and engagement. Plan and Host “Hawk Rock” Celebrations: Each quarter, eligible students will be invited to a Hawk Rock event featuring music, games, food, and community involvement. Eligibility criteria will include: Positive behavior (decrease in Level 3 or Level 4 referrals during the quarter) Consistent attendance Demonstrated effort in academics and/or citizenship Promote the Event to Encourage Positive Choices: Teachers and staff will promote “Hawk Rock” throughout the quarter as a reward for positive behavior. Hawk Tickets, praise, and other incentives will help build excitement and encourage students to meet expectations. Engage Students in Planning and Volunteering: Students will be invited to participate in planning, setting up, or leading parts of the event. This gives them ownership and leadership opportunities while increasing buy-in and participation. Partner with Community Members: Local businesses, organizations, and families will be invited to support or participate in the event, helping to strengthen school-community connections and provide real-world encouragement. Monitor Behavior Trends: The PBIS team will track Level 3 and Level 4 incidents quarterly and analyze whether participation in “Hawk Rock” correlates with improved student behavior and school climate. Purpose: This action step builds a culture of recognition, belonging, and proactive engagement, helping to reduce major behavior incidents while increasing student connection to school.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00