Hammond Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Hammond Elementary School

8008 N MOBLEY RD, Odessa, FL 33556

[no web address on file]

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.

Building bright futures, one student at a time!

Provide the school's vision statement.

We will provide a path for success to every Hammond student.

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
Arterburn, Katarina	Principal	Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. Administers and develops educational programs for students with mental or physical disabilities. Confers with teachers, students, and parents concerning educational and behavioral problems in school. Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. Requisitions and allocates supplies, equipment, and instructional material as needed. Directs preparation of class schedules, cumulative records, and attendance reports. Walks about school building and property to monitor safety and security. Plans and monitors school budget. Plans for and directs building maintenance. Performs any other duties as assigned. Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district
Caldwell, Sarah	Assistant Principal	Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely. Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school.

Name	Position Title	Job Duties and Responsibilities
		Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable. Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others. Establishes systematic processes to receive and provide feedback about the progress of work being done. Leads by example, setting goals that encourage self and others to reach higher standards. Holds high and positive expectations for the growth and development of all stakeholders, including self. Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. Assists with oversight of and responsibility for the school's instructional program and its results. Assists with oversight of and responsibility for the safety and discipline of school's students. Assists with oversight of and responsibility for the school's human resources selections, management, and development. Assists with oversight of and responsibility for the school's business and research efforts. Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports. Assists with oversight of and responsibility for the school's administration and operation. Assists with oversight of and responsibility for the school's property and physical plant. Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan. Performs any other duties as assigned

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.

Hammond involves all stakeholders through inviting them to SAC. Their input is used to create the School Improvement Plan as well as create action steps to ensure the SIP planned is followed and the goals are met. When completed the SIP is posted on the school's website for all stakeholders to view.

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))

SAC will continuously monitor data for the SIP. School stakeholders will monitor tier 1 and tier 2 student's progress.

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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	35%
2022-23 Economically Disadvantaged (FRL) Rate	23%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	17	9	9	11	5	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	15	9	0	0	0	0	24
Course failure in Math	0	0	0	13	9	0	0	0	0	22
Level 1 on statewide ELA assessment	0	0	0	14	9	16	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	13	9	12	0	0	0	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	11	7	10	0	0	0	28

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	3	3	0	0	0	6

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

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	9	5	10	8	14	0	0	0	46
One or more suspensions	0	0	0	0	0	3	0	0	0	3
Course failure in ELA	0	0	0	4	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	9	16	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	0	6	12	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	9	16	0	0	0	25

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	1	0	0	0	0	1

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	4	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	9	5	10	8	14	0	0	0	46
One or more suspensions	0	0	0	0	0	3	0	0	0	3
Course failure in ELA	0	0	0	4	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	9	16	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	0	6	12	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	9	16	0	0	0	25

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	1	0	0	0	0	1

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	4	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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*	73	50	53	78	53	56	78		
ELA Learning Gains				74			63		
ELA Lowest 25th Percentile				50			54		
Math Achievement*	80	56	59	80	50	50	77		
Math Learning Gains				81			63		
Math Lowest 25th Percentile				67			54		
Science Achievement*	71	50	54	73	59	59	70		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	67	59	59	89			53		

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)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	592
Total Components for the Federal Index	8
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	43			
ELL	65			
AMI				
ASN	97			
BLK				
HSP	67			
MUL	95			
PAC				
WHT	74			
FRL	61			

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	51			
ELL	70			
AMI				
ASN	73			
BLK	70			
HSP	73			
MUL	85			
PAC				
WHT	74			
FRL	69			

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	73			80			71					67
SWD	44			49			35				4	
ELL	70			74			50				4	67
AMI												
ASN	90			100							3	
BLK												
HSP	65			73			58				5	77
MUL	93			97							2	
PAC												
WHT	73			80			74				4	
FRL	54			63			50				5	73

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	78	74	50	80	81	67	73					89
SWD	43	58	36	54	62	58	44					
ELL	65	71	60	56	69	82						89
AMI												
ASN	64			82								
BLK	70			70								
HSP	74	73	53	66	77	74	77					86
MUL	92	88		83	75							
PAC												
WHT	79	74	49	84	83	73	73					
FRL	66	72	52	68	66	60	75					93

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	78	63	54	77	63	54	70					53
SWD	39	44		41	38	25	47					
ELL	42			42								53
AMI												
ASN	79			86								
BLK												
HSP	67	38	18	69	46	45	56					46
MUL	79			75								
PAC												
WHT	82	73	82	80	64	50	78					
FRL	65	65	82	62	61	75	63					45

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
05	2023 - Spring	74%	53%	21%	54%	20%
04	2023 - Spring	79%	54%	25%	58%	21%
03	2023 - Spring	69%	46%	23%	50%	19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	75%	55%	20%	59%	16%
04	2023 - Spring	87%	59%	28%	61%	26%
05	2023 - Spring	80%	53%	27%	55%	25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	70%	47%	23%	51%	19%

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.

Hammond's Lowest performance was in the area of science with 70% of students scoring a level 3 or above in 5th grade. Students were assessed through a paper-based assessment. Due to students having difficulty reading the questions on the assessment, students were not able to comprehend the questions they needed to respond to.

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

We dropped 3% in science, gained 1% in math, and dropped 3% in ELA. The contributing factors include students not being able to comprehend and read the questions they need to answer on the assessments. This is why we believe students dropped 3% in both reading and science.

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.

Hammond is above the state average in the areas of ELA, Math, and Science for 3rd, 4th, and 5th grade. We believe common planning across grade levels helped us excel above the state average.

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

4th grade math scores showed the most improvement. Hammond started common planning across all grade levels where teachers aligned interventions and enrichment with best standards which we believe contributed to the improvements.

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

Reading and Excessive Absences are two areas of concern for Hammond.

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

Reading and attendance are our highest priorities. We are working towards increasing reading comprehension and strategies across all content areas and all grade levels at Hammond Elementary.

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 ELA

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.

Learning will be maximized for all students through grade level common planning based on BEST standards and the Four Principles of Excellent Instruction.

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

By May 2024, 100% of Hammond 3rd - 5th grade students will show learning as measured by the Florida Assessment of Student Thinking in the areas of Reading.

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

Observation data collected during walk throughs
Observations during formal and informal evaluations
Grade level data chats
Evaluate Student Learning Gains

Person responsible for monitoring outcome:

Katarina Arterburn (katarina.arterburn@hcps.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.)

Training teachers to implement more effective data chats and initiate student led conferences. Setting instructional goals with teachers based on grade level and individual data.

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

Student achievement will increase through student engagement in rigorous
instruction aligned with Florida BEST Standards and the Four Principles of Excellent Instruction. Teachers will be able to more effectively plan through collaboration.

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.

Ensuring Tier 1 students are enriched appropriately and Tier 2 & 3 students are provided evidenced based interventions during Rti block. Professional Development needs will be evaluated and provided to teachers during PLC.

Person Responsible: Katarina Arterburn (katarina.arterburn@hcps.net)

By When: May 2024

#2. 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.

We will support a positive student environment by cultivating relationships with students through activities that promote social emotional wellbeing, kindness initiatives, and community involvement. These are imperative for student achievement, engagement, and learning gains.

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

By May 2024, 100% of Hammond 3rd - 5th grade students will show learning growth as measured by the Florida Assessment of Student Thinking in the areas of Reading.

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

Observation data collected during walk throughs
Observations during formal and informal evaluations
Grade level data chats
Evaluate Student Learning Gains

Person responsible for monitoring outcome:

Katarina Arterburn (katarina.arterburn@hcps.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.)

Training teachers to implement more effective data chats and initiate student led conferences. Setting instructional goals with teachers based on grade level and individual data.

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

Student achievement will increase through student engagement in rigorous instruction aligned with Florida BEST Standards and the Four Principles of Excellent Instruction. Teachers will be able to more effectively plan through collaboration.

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.

Ensuring Tier 1 students are enriched appropriately and Tier 2 & 3 students are provided evidenced based interventions during Rti block
Training teachers to implement more effective data chats and initiate student led conferences
Using the PSLT team to provide specific schedule support and meeting with grade level teams every 4 to 5 weeks.
Setting instructional goals with teachers based on grade level and individual data.

Person Responsible: Katarina Arterburn (katarina.arterburn@hcps.net)

By When: May 2024