

Hillsborough County Public Schools

Hammond Elementary School



2021-22 Schoolwide Improvement Plan

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Hammond Elementary School

8008 N MOBLEY RD, Odessa, FL 33556

[no web address on file]

Demographics

Principal: Sheri Norkas

Start Date for this Principal: 7/29/2021

2019-20 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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (69%) 2017-18: A (66%) 2016-17: A (76%) 2015-16: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part 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

Membership

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

Name	Title	Job Duties and Responsibilities
Norkas, Sheri	Principal	<ul style="list-style-type: none"> ? 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. <p>Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.</p>
Arterburn, Katarina	Assistant Principal	<ul style="list-style-type: none"> 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

Name	Title	Job Duties and Responsibilities
		<p>the goals and mission of the school.</p> <ul style="list-style-type: none"> ? 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

Demographic Information

Principal start date

Thursday 7/29/2021, Sheri Norkas

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

2

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

8

Total number of teacher positions allocated to the school

62

Total number of students enrolled at the school

702

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

7

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

9

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	95	108	107	106	138	100	0	0	0	0	0	0	0	654
Attendance below 90 percent	0	9	5	5	9	3	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	6	7	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	11	4	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	0	0	8	6	7	0	0	0	0	0	0	0	21

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Sunday 8/29/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	104	112	147	92	115	0	0	0	0	0	0	0	667
Attendance below 90 percent	10	1	7	13	2	7	0	0	0	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	6	10	21	10	14	0	0	0	0	0	0	0	61
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	104	112	147	92	115	0	0	0	0	0	0	0	667
Attendance below 90 percent	10	1	7	13	2	7	0	0	0	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	78%			80%	52%	57%	79%	52%	56%
ELA Learning Gains	63%			69%	55%	58%	55%	52%	55%
ELA Lowest 25th Percentile	54%			53%	50%	53%	47%	46%	48%
Math Achievement	77%			82%	54%	63%	84%	55%	62%
Math Learning Gains	63%			64%	57%	62%	57%	57%	59%
Math Lowest 25th Percentile	54%			52%	46%	51%	64%	44%	47%
Science Achievement	70%			84%	50%	53%	76%	51%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	84%	52%	32%	58%	26%
Cohort Comparison						
04	2021					
	2019	80%	55%	25%	58%	22%
Cohort Comparison		-84%				
05	2021					
	2019	80%	54%	26%	56%	24%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	85%	54%	31%	62%	23%
Cohort Comparison						
04	2021					
	2019	78%	57%	21%	64%	14%
Cohort Comparison		-85%				
05	2021					
	2019	84%	54%	30%	60%	24%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	82%	51%	31%	53%	29%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady for ELA and Math, FSA for 5th Grade Science

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	72	87
	Economically Disadvantaged	30	70	87
	Students With Disabilities	33	61	78
	English Language Learners	50	50	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30	59	86
	Economically Disadvantaged	9	47	86
	Students With Disabilities	39	40	78
	English Language Learners	0	50	100

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	76	83
	Economically Disadvantaged	43	67	78
	Students With Disabilities	62	68	79
	English Language Learners	83	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	90	98	99
	Economically Disadvantaged	74	92	85
	Students With Disabilities	84	96	96
	English Language Learners	0	33	50

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	72	85	90
	Economically Disadvantaged	61	71	71
	Students With Disabilities	72	74	79
	English Language Learners	33	71	71
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	90	94	99
	Economically Disadvantaged	15	39	55
	Students With Disabilities	41	67	69
	English Language Learners	17	14	43

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62	74	75
	Economically Disadvantaged	46	57	69
	Students With Disabilities	57	64	70
	English Language Learners	0	33	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	43	74
	Economically Disadvantaged	16	37	62
	Students With Disabilities	41	50	72
	English Language Learners	0	0	67

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		61	61	71
	Economically Disadvantaged		49	49	62
	Students With Disabilities		64	67	76
	English Language Learners		50	50	50
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		43	60	69
	Economically Disadvantaged		84	92	89
	Students With Disabilities		62	69	71
	English Language Learners		50	50	50
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students				67.4
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	39	44		41	38	25	47				
ELL	42			42							
ASN	79			86							
HSP	67	38	18	69	46	45	56				
MUL	79			75							
WHT	82	73	82	80	64	50	78				
FRL	65	65	82	62	61	75	63				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	40	44	35	46	45	50	67				
ELL	60	55		60	55						
ASN	93			100							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	70	59	40	74	61	55	83				
MUL	74	54		89	77						
WHT	84	74	62	83	62	50	84				
FRL	72	64	52	74	63	52	79				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	39	34	29	51	33	28	35				
ELL	57			79							
ASN	92			100							
HSP	75	61	61	78	53	63	76				
MUL	73	63		68	50						
WHT	80	52	45	87	57	68	76				
FRL	69	53	38	73	53	57	71				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	512
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

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

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

Due to the pandemic, inconsistent instruction due to quarantines, and e-learning there was a considerable drop in students scoring a level 3 and above in both ELA and Math for all grade levels.

2019 3rd Grade ELA 84
 2021 3rd Grade ELA 79 ↓
 2019 4th Grade ELA 80
 2021 4th Grade ELA 72 ↓
 2019 5th Grade ELA 80
 2021 5th Grade ELA 78 ↓

2019 3rd Grade Math 85
 2021 3rd Grade Math 77 ↓
 2019 4th Grade Math 78
 2021 4th Grade Math 73 ↓
 2019 5th Grade Math 84
 2021 5th Grade Math 78 ↓

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

The greatest need is to target students with learning gaps due to the pandemic. Reviewing iReady progress monitoring data and the 2021 FSA scores, there was a consistent drop in all grade levels, subjects, and subgroups. Although Hammond is still significantly above the state and district, we do not normally have this evenly of a drop in all areas.

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

The largest contributing factor to this need for improvement is the Global Pandemic. Students had increased absences from school related to quarantines, frequent class changes due to movement between e-learning and brick and mortar, and students learning virtually. Teachers were conducting online class and face to face class simultaneously.

In order to address this need for improvement teachers will be giving pre-requisite assessments to pinpoint and target any gaps in learning. At the start of introducing each new objective, teachers will utilize the district resources to accelerate learning.

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

The most significant gains in 2019 were in 3rd grade. On the 2019 FSA 3rd Grade ELA increased from 79% to 84% proficiency. In math there was an increase from 78% to 84%

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

In 2019 our focus was on increasing teachers planning and supporting each other. Individual teachers opened their classrooms and offered mini professional development sessions for each other. Teachers were provided opportunities to visit each others classroom and share instructional strategies. The 3rd grade team was a major component in sharing and presenting teaching strategies. We had two teacher leaders on that team that shared one class and spend the second half of the day supporting teachers and providing resources.

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

Teachers will need to study the focus standards for upcoming instruction and identify critical prerequisite skills and understand students need to access grade level content. Teachers will need to determine student understanding of prerequisites based on diagnostic or formative data and consider if gaps exist for the whole class or a small group. If the whole class needs acceleration, then the teacher's plan needs to build scaffolds into upcoming lessons and/or adjust pacing calendar to add additional lessons. If small groups need acceleration, the the teacher will plan differentiated instruction or coordinate to address gaps during Rti (Response to Intervention)

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

Professional Study Day was dedicated to providing training to teachers on how to identify needs and provide acceleration instruction. Teachers will also meet weekly with their grade level teams to analyze data, problem solve, and plan differentiated lessons. Every 4-5 weeks the PSLT team will meet with each grade level to provide additional support. There is also a Self-Paced Canvas Course titled "Application of Data Part 1: Using Data to Focus Instruction on Learning Acceleration" that all teachers are encouraged to take.

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

Increased time provided for grade level PLC and monthly PSLT and Rti support. To ensure sustainability of improvement teachers will focus on acceleration verses remediation. Instead of the remediation method that consisted of Plan, Deliver, Monitor, Diagnose, teachers will focus on acceleration which starts with Diagnose, Plan, Deliver, then Monitor

By shifting our focus to diagnosing and preparing students for grade-level instruction prior to a Unit, our Focus Standard Action Plan could be used to "premediate" rather than "remediate." Instead of using data after the fact, we can focus on data to help determine if students are prepared for a Unit or if there is unfinished learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	Teachers will collaborate within PLC's to plan rigorous differentiated standard's based lessons that support targeted learning objectives across all content areas
Measureable Outcome:	By May 2022, 100% of Hammond 3rd - 5th grade students will show learning as measured by the Florida Standards Assessment in the areas of Math, Language Arts and Science.
Monitoring:	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:	Sheri Norkas (sheri.norkas@hcps.net)
Evidence-based Strategy:	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 Strategy:	Student achievement will increase through student engagement in rigorous instruction aligned with Florida Standards. Teachers will be able to more effectively plan through collaboration.

Action Steps to Implement

Ensuring Tier 1 students are enriched appropriately ad 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 Sheri Norkas (sheri.norkas@hcps.net)

#2. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	Grade level PLC's and PSLT will review student data to identify and target specific areas of learning for acceleration and to support the MTSS process.
Measureable Outcome:	By May 2022, 100% of Hammond 3rd - 5th grade students will show learning as measured by the Florida Standards Assessment in the areas of Math, Language Arts and Science.
Monitoring:	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:	[no one identified]
Evidence-based Strategy:	Provide guidance, directions, time, and support for PLC meetings to meet, discuss, and analyze data to help target specific needs.
Rationale for Evidence-based Strategy:	Due to the pandemic and learning gaps, we will look at specific data every two weeks to identify students that need acceleration in specific content area and/or topics.

Action Steps to Implement

- Ensuring Tier 1 students are enriched appropriately ad 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 Sheri Norkas (sheri.norkas@hcps.net)

Additional Schoolwide Improvement Priorities

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

Student achievement will increase when we focus on making connections and cultivating relationships. Teachers will continue to have weekly class meeting to build classroom culture. Initiate Kindness Initiatives. Connect kindness with monthly student recognition. Community Involvement and participating in kindness projects and setting school wide growth mindset.

Part IV: Positive Culture & Environment

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

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

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

Hammond builds positive relationships in many ways:

1. PTA - The PTA has monthly meetings, sends out multiple emails through Homerooms mom giving information on upcoming events that either raise money for the school or are fun nights for families. PTA obtains volunteers for the media center, large events and GATI.
2. Teachers - Teachers send weekly emails or letters home to inform parents of current curricular activities, websites that are useful for curricular help and information on upcoming activities. Teacher also send out quarterly progress reports, report cards, information on state testing and meet with parents at least two times per year. Teachers have a curriculum night to inform parents on current state standards and expectations and have an open house to introduce students to themselves and the room before school starts.
3. At the beginning of the year, the school sends out information on school wide policies, vision and mission, school lunches, internet use, volunteer opportunities, holidays, homeroom teachers, bus schedules and daycares. The principal also sends out a monthly newsletter to all homes. The school communicates through a school wide email address, a school wide voice mail and through fliers.
4. Parents are invited to assist in reading groups, reading one-on-one, math groups, field trips, Wolfcub Prowl, GATI, book check-out, bi-yearly celebrations, 5th grade banquets, and any PTA event.

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

PTA

The PTA has monthly meetings, sends out multiple emails through Homerooms mom giving information on upcoming events that either raise money for the school or are fun nights for families. PTA obtains volunteers for the media center, large events and GATI.

Teachers

Teachers send weekly emails or letters home to inform parents of current curricular activities, websites that are useful for curricular help and information on upcoming activities. Teacher also send out quarterly progress reports, report cards, information on state testing and meet with parents at least two times per year. Teachers have a curriculum night to inform parents on current state standards and expectations and have an open house to introduce students to themselves and the room before school starts.

Principal (Administration)

At the beginning of the year, the school sends out information on school wide policies, vision and mission,

school lunches, internet use, volunteer opportunities, holidays, homeroom teachers, bus schedules and daycares. The principal also sends out a monthly newsletter to all homes. The school communicates through a school wide email address, a school wide voice mail and through fliers.

Parents

Parents are invited to assist in reading groups, reading one-on-one, math groups, field trips, Wolfcub Prowl, GATI, book check-out, bi-yearly celebrations, 5th grade banquets, and any PTA event.