

The School District of Palm Beach County

Hammock Pointe Elementary School



2022-23 Schoolwide Improvement Plan

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Hammock Pointe Elementary School

8400 SW 8TH ST, Boca Raton, FL 33433

<https://hpes.palmbeachschools.org>

Demographics

Principal: Stephanie Cook

Start Date for this Principal: 9/2/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: A (67%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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 Palm Beach 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.

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Hammock Pointe Elementary School

8400 SW 8TH ST, Boca Raton, FL 33433

<https://hpes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

Hammock Pointe Elementary School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, environmental awareness, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Hammock Pointe Elementary School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global community.

School Leadership Team

Membership

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.:

Name	Position Title	Job Duties and Responsibilities
Cook, Stephanie	Principal	<p>The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction</p> <p>Essential Functions:</p> <p>Vision of Academic Success for All</p> <ol style="list-style-type: none"> 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates nonnegotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. <p>Climate</p> <ol style="list-style-type: none"> 10. Creates time within the school day for professional learning and collaboration

Name	Position Title	Job Duties and Responsibilities
		<p>amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</p> <p>11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</p> <p>12. Creates school-wide and team norms and expectations for collective responsibility for student success.</p> <p>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Eliminates barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Provides a clean, safe and nurturing school environment.</p> <p>17. Builds a culture of pride, trust, and respect.</p> <p>18. Implements and monitors an effective approach to bullying prevention.</p> <p>19. Aligns new and existing community and parent partnerships.</p> <p>Cultivating Leadership</p> <p>20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Implements a comprehensive performance management system.</p> <p>27. Implements rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Hires and retains highly qualified and effective employees.</p> <p>37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring</p>

Name	Position Title	Job Duties and Responsibilities
		<p>to new staff members to bring them up-to date with other staff to prevent gaps in student learning.</p> <p>38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>39. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.</p> <p>42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>43. Supervises and evaluates all school based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.</p> <p>44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</p> <p>45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.</p> <p>46. Supervises the school's food, transportation, maintenance, facility and support services.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>48. Coordinates community activities relevant to the school within the school area.</p> <p>49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>50. Implements and monitors career and leadership advancement pathways.</p> <p>51. Monitors systemic customer service.</p> <p>52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.</p>
<p>Garcia, Osvaldo</p>	<p>Assistant Principal</p>	<p>The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students.</p> <p>Vision of Academic Success for All</p> <ol style="list-style-type: none"> 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is

Name	Position Title	Job Duties and Responsibilities
		<p>academic success for every student.</p> <p>6. Serves as the cheerleader, coach, and standard bearer for the vision.</p> <p>7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.</p> <p>8. Monitors the implementation of effective instruction to meet the needs of all students.</p> <p>9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</p> <p>Climate</p> <p>10. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</p> <p>11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</p> <p>12. Supports school-wide and team norms and expectations for collective responsibility for student success.</p> <p>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Assists with eliminating barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Ensures the provision of a clean, safe and nurturing school environment.</p> <p>17. Supports the principal in building a culture of pride, trust, and respect.</p> <p>18. Supports the principal in implementing and monitoring an effective approach to bullying prevention.</p> <p>19. Assists the principal in aligning new and existing community and parent partnerships.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Cultivating Leadership</p> <p>20. Focuses school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates and supports teacher leaders to expand instructional leadership and job embedded professional learning in the school.</p> <p>22. Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Assists the principal in implementing a comprehensive performance management system.</p> <p>27. Assists the principal in implementing rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Supports intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one</p> <p>Palm Beach - 2081 - Hammock Pointe Elementary School -</p>

Name	Position Title	Job Duties and Responsibilities
		<p>2021-22 SIP Last Modified: 9/2/2022 https://www.floridacims.org Page 14 of 38</p> <p>Name Position Title Job Duties and Responsibilities</p> <p>another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>37. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>38. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>39. Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>40. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>41. Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>42. Supports the effective, efficient and accurate maintenance of appropriate records related to pupil attendance, FTE generation, instructional and non instructional school-based personnel, and property inventories.</p> <p>43. Assists the principal in supervising the school's food, transportation, maintenance, facility and support services.</p> <p>44. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>45. Coordinates community activities relevant to the school within the school area.</p> <p>46. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>47. Assist the principal in implementing and monitoring career and leadership advancement pathways.</p> <p>48. Monitors systemic customer service.</p>
<p>Morgenstein, Jill</p>	<p>ELL Compliance Specialist</p>	<p>ESOL Coordinator is responsible for ensuring the school's programs and curricula are implemented to English Language Learners in order to maximize student learning experiences and increase the achievement of LEP students. Assists school administrators for the purpose of supporting them in meeting the needs of English Language Learners. She also conducts meetings with staff for the purpose of coordinating activities including disseminating and receiving information, planning and implementing activities/events, addressing operational issues, etc. Confers with staff as may be appropriate regarding instructional techniques, organization of practices, etc. for the purpose of providing guidance and mentoring. Coordinates language proficiency testing for the purpose of identifying students that qualify for English Language Development programs.</p>

Name	Position Title	Job Duties and Responsibilities
Kaputa, Lisa	Curriculum Resource Teacher	<p>SAI teacher work extensively with students to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies. The SAI teacher addresses the specific needs of a particular child when regular classroom instruction is not sufficient. The SAI teacher works with the teacher to design methods of learning that are most appropriate for each child. Integral part of the SBT team.</p>
Durocher, Kelli	Teacher, ESE	<p>The Exceptional Student Education (ESE) Coordinator assists in the coordination, organization and supervision of ESE processes to ensure proper implementation of the Individuals with Disabilities Education Act (IDEA) requirements. The ESE Coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. The ESE Coordinator works with the ESE Instructors to assist in providing information to students, parents and General Education Instructors on how to appropriately implement a student s IEP in the virtual educational environment. The ESE Coordinator assists in acting as a liaison between the ESE Department and students and their families.</p> <p>ESSENTIAL POSITION FUNCTIONS:</p> <ul style="list-style-type: none"> * Manage a caseload of ESE students and assist ESE Manager in coordinating ESE Services and Related Services for students with disabilities, including students with speech-language impairments * Coordinate, organize and facilitate IEP meetings ensuring necessary participants are in attendance * Gather necessary input from students, parents, teachers, counselors, therapists, and other stakeholders to prepare for IEP meetings and develop a draft IEP * Collaborate with teachers to provide suggested strategies and accommodations

Name	Position Title	Job Duties and Responsibilities
		<p>to best meet individual needs and assist students in meeting goals as defined in the IEP, including students with speechlanguage impairments</p> <ul style="list-style-type: none"> * Monitor student progress, develop and disseminate IEP progress reports each semester for all students on assigned caseload * Establish and maintain cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, therapists, related services providers, agencies, etc., with particular attention to students with speech-language impairments * Provide families with required information regarding the IDEA Procedural Safeguards * Establish and maintain an efficient and accurate record keeping system of current and cumulative student records * Document all forms of contact and uploads documents to secure ESE folders in a timely manner * Protect the privacy of student records per The Family Educational Rights and Privacy Act (FERPA) * Maintain accurate and up-to-date records and reports in the school s EMS for compliance monitoring to meet all district and state ESE timelines * Assist students, parents, and instructional staff in interpreting IEP accommodations and understanding provision and implementation of specially designed instruction and related services in the virtual environment, including students with speech-language impairments * Assist in coordinating with teachers and other school stakeholders to ensure that the school is successful and operating in compliance with state and federal regulations * Collaborate regularly with school stakeholders to obtain and maintain knowledge of curriculum offerings and supplemental interventions to assist in educational planning and supports for students with disabilities, including students with speech-language

Name	Position Title	Job Duties and Responsibilities
		impairments * Assist the school in ensuring students with disabilities are provided necessary accommodations for state assessments per student IEPs, including students with speech-language impairments * Stay abreast of all updates in ESE state legislation and federal law to ensure student success and district compliance * Continue professional growth through participation in trainings and other staff development activities * Provide the highest level of customer service to students, families, and instructional staff * Model professional and ethical standards when working with students, parents, peers, and community members * Meet professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrating respect for others.

Demographic Information

Principal start date

Friday 9/2/2022, Stephanie Cook

Number of teachers with a 2022 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 2022 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.*

17

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

953

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	71	29	33	35	48	32	0	0	0	0	0	0	0	248
One or more suspensions	0	2	0	0	2	3	0	0	0	0	0	0	0	7
Course failure in ELA	32	35	59	32	40	36	0	0	0	0	0	0	0	234
Course failure in Math	23	24	19	12	34	17	0	0	0	0	0	0	0	129
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	26	31	24	0	0	0	0	0	0	0	81
Level 1 on 2022 statewide FSA Math assessment	0	0	0	26	32	39	0	0	0	0	0	0	0	97
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	26	25	27	31	50	40	0	0	0	0	0	0	0	199

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	2	14	3	3	0	0	0	0	0	0	0	24
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

Friday 9/2/2022

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	160	140	140	165	137	157	0	0	0	0	0	0	0	899
Attendance below 90 percent	0	20	16	19	19	27	0	0	0	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	42	48	60	56	52	0	0	0	0	0	0	0	258
Course failure in Math	0	5	34	42	32	41	0	0	0	0	0	0	0	154
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	20	26	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 ELA Winter Diag Level 1 & 2	0	0	0	41	47	37	0	0	0	0	0	0	0	125
FY21 Math Winter Diag Level 1 & 2	0	0	0	38	42	44	0	0	0	0	0	0	0	124

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	15	31	39	41	43	0	0	0	0	0	0	0	169

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	2	0	1	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	160	140	140	165	137	157	0	0	0	0	0	0	0	899
Attendance below 90 percent	0	20	16	19	19	27	0	0	0	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	42	48	60	56	52	0	0	0	0	0	0	0	258
Course failure in Math	0	5	34	42	32	41	0	0	0	0	0	0	0	154
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	20	26	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 ELA Winter Diag Level 1 & 2	0	0	0	41	47	37	0	0	0	0	0	0	0	125
FY21 Math Winter Diag Level 1 & 2	0	0	0	38	42	44	0	0	0	0	0	0	0	124

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	15	31	39	41	43	0	0	0	0	0	0	0	169

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	2	0	1	1	0	0	0	0	0	0	0	0	0	4
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	70%	59%	56%				73%	58%	57%
ELA Learning Gains	64%						69%	63%	58%
ELA Lowest 25th Percentile	52%						61%	56%	53%
Math Achievement	67%	53%	50%				79%	68%	63%
Math Learning Gains	65%						68%	68%	62%
Math Lowest 25th Percentile	60%						62%	59%	51%
Science Achievement	46%	59%	59%				57%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	63%	54%	9%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	72%	62%	10%	58%	14%
Cohort Comparison		-63%				
05	2022					
	2019	62%	59%	3%	56%	6%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	65%	11%	62%	14%
Cohort Comparison		0%				
04	2022					
	2019	81%	67%	14%	64%	17%
Cohort Comparison		-76%				
05	2022					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	51%	0%	53%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	51	49	43	49	54	50	32				
ELL	64	63	55	62	65	56	38				
ASN	77	70		100	100						
BLK	62	55	27	50	52	57	29				
HSP	74	70	64	68	65	57	46				
WHT	71	64	52	70	66	68	49				
FRL	64	59	47	62	62	61	39				
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	37	77	82	33	43	42	28				
ELL	56	80	81	57	57	50	39				
AMI	46			71							
ASN	65			88							
BLK	55	79		41	43		25				
HSP	60	83	100	60	58	44	45				
WHT	71	72	69	63	42	40	51				
FRL	60	72	78	56	43	37	41				
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	54	65	61	61	59	93	11				
ELL	61	65	63	72	69	61	45				
AMI	83			67							
ASN	71	63		97	88		77				
BLK	54	58	60	64	52	47	32				
HSP	62	62	56	67	68	69	50				
MUL	100			92							
WHT	80	74	65	85	68	66	61				
FRL	71	69	62	78	68	63	56				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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
Asian Students	
Federal Index - Asian Students	87
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	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64

Hispanic Students	
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial 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	63
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	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

- FY19 FSA vs. FSA22 results shows:
- ELA: +6 pts in Gr 3, -11 in Gr 4, -5 pts in Gr 5.
- Math: -8 pts in Gr 3, -20 pts in Gr 4, -3 pts in Gr 5.
- Science: -5 pts
- 3rd Grade increase in ELA Proficiency 82% FY 21-22
- 3rd Grade increase in ELA Proficiency FY19-22
- Math Proficiency 60% to 70% FY21-FY22
- Math Learning Gains 46% to 65% FY21 to FY22
- Math L25 Learning Gains 42% to 60%
- Science Proficiency -2% from FY21-Fy22
- ELA Learning Gains -7% from FY21-Fy22

L25 ELA Learning Gains -28% from FY21-Fy22
L25 4th and 5th grade math FY22 below 50% for FY22
4th and 5th ELL student ELA proficiency below 55% for FY22

Based on this data trend our focus will be to increase overall proficiency in 4-5 ELA with a focus on Fifth Grade . Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; Black and SWD students; who will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their graduation-required assessments and not graduate from High School in a timely manner.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on this data trend our focus will be to increase achievement for grade 3-5 ELA with a focus on 4th and 5th grade on improving to 75% proficiency, in addition to focusing on the needs of our students with disabilities. If we do not support these concerns, we are increasing the learning gaps. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners.

Increasing students proficiency in Literacy allows our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

Additionally, our focus is to increase student engagement (Core Action 3) so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. Students will take ownership and foster independence through their engagement in their daily lessons. PD will be provided during staff meetings and on PD days.

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

During the FY22 school year, Hammock Pointe lost 2 fifth grade teachers, and 1 fourth grade teacher during the school year. Since all three of these teachers were ESE inclusion, losing these teachers had a huge impact on our ELA proficiency and our ESE subgroup.

Effective literacy instruction develops students' abilities through the integration of reading, writing, and content instruction support and enrich each other. Students need to be provided with experience in all these areas if they are to achieve success. Actively discussing texts encourages learners to make connections and think deeply about the ideas contained in texts. Teachers encourage students to immerse themselves in reading frequently. This involves exposure to a variety of different genres, such as novels, graphic novels, magazines, fiction/nonfiction, and websites.

Science education equips students with fundamental skills to navigate the subject throughout their educational career. Skills in measurement and comparison not only contribute to science literacy, but they also build capacity across the curriculum. Process skills like observing, investigating, describing, predicting and experimenting are not just vital to scientific thinking, but contribute academic achievement across all content areas. Science also lends itself to new forms of investigation in the classroom. Project-based learning gives students opportunities to solve problems, work cooperatively, experiment and explore.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components that showed the most improvement based off progress monitoring and 2022 state assessments were as follows:

- 3rd Grade increase in ELA Proficiency 82% FY 21-22
- 3rd Grade increase in ELA Proficiency FY19-22
- Increase in total Math Proficiency 60% to 70% FY21-FY22
- Increase in total Math Learning Gains 46% to 65% FY21 to FY22
- Increase in total Math L25 Learning Gains 42% to 60%
- Third grade small groups/Literacy Block Structure
- 100% of AMP students proficient
- 4th grade AMP 100% in both proficiency and learning gains
- 3rd Grade Mrs. Deutsch's classes had a ELA proficiency average of 85%
- 4th Grade Dunn's class had a ELA proficiency of 83% and 88% LG ELA
- 5th Grade Buch's class had a ELA proficiency of 74%
- 5th Grade Hummel's class had ELA LG of 67%
- 3rd Grade Lockhart's class had a Math proficiency of 90%
- 4th Grade Thomsen's class had a Math proficiency of 63%

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

Within the Core, we focused on the use of formative assessments, teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. In addition, they sent home progress reports that parents had to sign. All teachers held all students to high expectations. Strategic PLCs implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning.

At Hammock Pointe Elementary School, we focused on student achievement, student-learning gains and overall social / emotional growth. We dedicated time to the following priorities to ensure an equitable and equal opportunity for all our students by positively influencing:

- A clear and focused path to success
- Development of time management & preparedness
- Increased intrinsic motivation
- Self-Measurement progress
- Increased self-confidence and independence
- Enhanced Social-Emotional Learning opportunities
- Strategic small group instruction
- Use of vetted materials

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

1. Science - There is a need to re-focus in science with an emphasis on implementation of content and deeper understanding. We need to provide additional support to help with achievement in this content area including but not limited to mentoring, tutorials, focused teacher planning/collaboration & professional development on item specs and standards based instruction to ensure we meet the needs of all of our students in an equitable and accessible manner. Pull out services will not be able to occur during Science k-5 to enhance focus.
2. ELA and Math Continuum - During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-To

Strategies, balanced literacy, small group instruction, and differentiated learning.

Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

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 Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups which include SWDs and Black students. PLCs continue to be an active part of our school schedule; they receive embedded PD that include 3-5 Benchmark Advanced training and Florida's Best Standards across all grades 3-5 differentiated instruction training. JJ Science Bootcamp curriculum training will also be provided to fifth grade math and science teachers.

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

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level. Funding has been set aside to provide extended learning opportunities. Afterschool tutorials will begin in September/October 2022. This is 3 months earlier than years past.

Our goal is to ensure:

1. Increase Reading Proficiency in Grades 3-5: Increase proficiency in 4th and 5th grade ELA is one of our priorities. Efforts are in place to strengthen reading skills in K and 3 so that achievement gaps in reading are closed. ELL and SWD students provided targeted instruction using WIDA data results and iReady results. In addition to these assessments, district formative assessments implemented in grades 2-5. All students provided small group instruction with additional teacher support (academic tutors, ESOL and ESE teachers) in grades 1-5. The goal is to close achievement gaps prior to entering grade 3. Extended learning opportunities provided for students performing below grade level in grades 2 and 3.
2. Small Group Differentiated Instruction: Data driven differentiated instruction planned to meet the needs of all students. Ongoing progress monitoring for all students. However, students who fall within our ESSA Subgroups SWD and Black students will be specifically monitored for progress and receive additional support by teachers ensuring instruction to support specific needs of students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

FY19 to FY22
 ELA Overall 66% to 70%
 3rd 63% to 76%
 4th 72% to 61%
 5th 62% to 58%

Math Overall 74% to 67%
 3rd 76% to 68%
 4th 81% to 62%
 5th 66% to 54%

Science 51% to 46%

3rd Grade increase in ELA Proficiency
 82% FY 21-22
 3rd Grade increase in ELA Proficiency
 FY19-22
 Increase in total Math Proficiency 60% to
 70% FY21-FY22
 Increase in total Math Learning Gains
 46% to 65% FY21 to FY22
 Increase in total Math L25 Learning
 Gains 42% to 60%
 Third grade small groups/Literacy Block
 Structure
 100% of AMP students proficient
 Decrease in Science Proficiency 2% from
 FY21-Fy22
 Decrease in ELA Learning Gains 7%
 from FY21-Fy22
 Decrease in L25 ELA Learning Gains
 28% from FY21-Fy22
 L25 4th and 5th grade math FY22 below
 50% for FY22
 4th and 5th ELL student ELA proficiency
 below 55% for FY22

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a
 critical need from the data reviewed.

The trends we see from the above data shows us that our SWDs have shown a significant decline in all content areas while our Black subgroup only showed a decline in Math and Science with an increase in ELA. Our Fifth graders showed a drastic decline in all content areas. In alignment to the District's strategic plan our school ensures all students engage in teaching and learning that results in academic excellence and growth by delivering

	content, concept or skill that is aligned to the benchmark and intended learning.
	February 2023 May 2023 Student Learning Outcomes in Proficiency ELA (overall) 75% Math (overall) 70% Science 55%
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Teacher practice outcomes By February 2023, 75% of our teachers will have efficient knowledge of the Benchmark curriculum which will be observed through classroom walks and student data. By May 2023, 98% of our teachers will have efficient knowledge of the Benchmark curriculum which will be observed through classroom walks and student data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored through walkthroughs, data chats, PLC and grade level meetings along with assessment results from the FSQs/USAs and Benchmark Unit Assessments as well as the State Assessment (FAST) and Science diagnostic tests.
Person responsible for monitoring outcome:	Stephanie Cook (stephanie.cook@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Data Chats 2. Small Group Differentiated Instruction 3. Adaptive Technology (ELA and Math) 4. STEM 5. Tutorials
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. Data Chats-During PLC teachers will be given training on how to pull data, analyze data and desegregate data to make best decisions to improve student achievement and progress. Data chats will be Admin-Teacher, Teacher-Student and Teacher-Parent. 2. Small Group Differentiated Instruction-

Incorporate small group instruction utilizing USA and FSQ data to meet the students need for standards based practice and to identify areas of weakness for targeted remediation. Both USA & and FSQs have proven successful in preparing students for the State Assessment.

3. Adaptive Technology (Math)-iReady has aided in significantly increasing student achievement when the program is used with fidelity. Teachers are provided effective tools that enable differentiation.

4. STEM-grow knowledge in fair game standards as well as current year's Big Ideas.

5. Tutorials-Students who participate in the tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

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.

1. Data Chats:

- a. Teachers utilizing a variety of assessments to ensure students' learning progress.
- b. Teachers are pulling reports and inputting information in grade level data sheets.
- c. Teachers are analyzing data to determine strengths and weaknesses to plan for remediation, enrichment and reteaching.
- d. Data chats and goal making will be observed in all classrooms to be shared with all students and parents.
- e. Monitoring will occur through classroom walks, evidence shared during PLCs and student growth success.

Person Responsible

Stephanie Cook
(stephanie.cook@palmbeachschools.org)

2. Small Group Differentiated Instruction

- a. Teachers analyze data to create specific teaching groups
- b. Teachers teach small groups to specific instructional focuses
- c. Secondary benchmarks are created based on data analysis
- d. Reteaching is targeted to previously taught standards based on analyzed data
- e. Support teacher are to push in to support students' needs at their appropriate levels and guide them to grade level.

Person Responsible

Stephanie Cook
(stephanie.cook@palmbeachschools.org)

3. Adaptive Technology (ELA and Math)

- a. iReady diagnostics are taken to place students on a track

- b. Students work on iReady math and ELA for at least 45 minutes per week
- c. Assignments are given to students by the teacher to focus on specific deficiencies
- d. SAVVAS Realize is used for teacher to assign work based on students' individual needs
- e. Kahn Academy is used by AMP fifth graders to address their specific deficiencies

Person Responsible

Stephanie Cook
(stephanie.cook@palmbeachschools.org)

4. STEM

- a. Hands-on experiments are used in classrooms to demonstrate specific standards or concepts
- b. JJ Science Bootcamp is utilized support classroom instruction
- c. STEM teacher is utilized to reteach fifth grade science concepts that were previously not mastered
- d. Fine Arts teachers are incorporating Fair Game Benchmarks into their lesson plans to cover items that were not previously mastered.

Person Responsible

Oswaldo Garcia
(osvaldo.garcia@palmbeachschools.org)

5. Tutorials

- a. Based on data analysis various tutorial groups are formed and targeted at specific students
- b. Tutorials in Mathematics, ELA and Science are held weekly starting in October
- c. Boot camps are started in February to continue to target areas of concern
- d. Roots and Wings sponsors another tutorial program targeting our K-3 students
- e. The Literacy Initiative Reading Tutoring K-3 will be utilized to assist more students

Person Responsible

Lisa Kaputa
(lisa.kaputa@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a HAWK student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

Hammock Pointe continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360

lessons which are delivered to the students from our school counselors.

Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment. We also use the KidSafe program to teach the mandatory state statutes surrounding mental health.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act.

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other programs, including weekly PLCs, weekly Administrative Collaboration, monthly Instructional Leadership Team meetings, monthly Wellness / Safety Meetings - to name a few.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the councilors, and the SBT is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis, One Voice is used to call the homes of students that are absent. In addition, the school will be using postcards to reach out to families to inform them of their student(s)' total absences and the instruction that they missed as a result of the absence(s).

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students, receive brag tags, certificates, individual reward tickets, and incentives. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond.

Hammock Pointe implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to FLICKERS, Diagnostics, Performance Matters Assessments, Florida Standards Assessments, iReady district diagnostics, and RRR. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Collaborative Planning Communities (PLCs) occur every week per grade level. Grade level teachers meet with administration to discuss and analyze data, modify instruction, and create standards based learning goal scales. Student work and best practices are shared and analyzed. Grade levels meet for Common Planning. Teams create goals and plans based on standards, domains, units of study, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught.

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

During every school year, Hammock Pointe Elementary School has School Advisory Committee (SAC) which is comprised of staff, teachers, community members, business partners, and parents that meets on a monthly basis. The SAC committee discusses the schools vision, mission, values, goals, and employing yearly school improvement strategies based on the need for each year.

Each stakeholder supports the positive culture in the following ways:

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs.

Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Counselors: Supports a positive culture and environment through lessons the lesson they teach that

are unique and different from academic instruction. Through the small group interactions and experience for students, our councilor ensure students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

Our business partners provide a positive culture through donations and appreciation statements along with providing student awards for motivation. Some of our business partners include:

Lazy Dog Restaurant

Christ Fellowship Boca Raton

Roots & Wings

Faulk Center for Counseling

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.